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Course Profiles

atholic Curriculum Cooperative Writing Partnership

Course Profile

English

Grade 9
Applied

• *for teachers by teachers*

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Course Profiles For Catholic Secondary Schools
English, Applied, Grade 9

Course Overview

Identifying Information:
School:

Department: English
District: Toronto Catholic District School Board
Course Developer(s):
Course Title: English
Grade: 9
Development Date: February, 1999
Course Type: Applied
Course Revisor(s):
Ministry Course Code: ENG1P
Secondary Policy Document: The Ontario Curriculum Grades 9 and 10 English
Publication Date: 1999
Credit Value: 1
Revision Date:
Additional Codes:

Description/Rationale
This course emphasizes key reading, writing, oral communication and thinking skills that students need for success in secondary school and their daily lives. Students will study plays, short stories, newspaper and magazine articles, and will describe and create media works. An important focus will be the correct use of spoken and written language.

How This Course Supports The Ontario Catholic School Graduate Expectations
For the Catholic graduate, education is a life-long quest not only for knowledge and skills, but also for the Christian attitudes, values and beliefs that guide us on our human journey. Through the study of literature, students will examine the human condition, sin, weakness and struggle, explore the mysteries and wonders of creation, and celebrate the presence of God's saving grace in the world. Students will cultivate oral and written language for both creative expression and practical communication and as a gift for bearing witness to Christ's truth.

Unit Titles (Suggested Time and Sequence)

Unit 1	Storytelling: Short Stories and Mythology	20 hours
Unit 2	Novel Study: Embrace the Journey	20 hours
Unit 3	Poetry: Miracle and Wonder	10 hours
Unit 4	Drama: Speak the Speech	15 hours
Unit 5	Non-Fiction: The Medium and the Message	20 hours
Unit 6	The Writing Process: Sculpting With Words	25 hours

Unit Organization

Unit #1: Storytelling: Short Stories and Mythology

Time: 20 hours (6 additional hours in integrated language/skills development)

Description:
In this unit students will read and demonstrate their understanding of a variety of short stories and myths as an examination of the quest for identity, the mysteries of creation, and God's presence in our world. They will explore, compare and contrast, appreciate, and value stories and myths from a variety of cultures and traditions. Students will learn and apply a variety of literary terms to assigned readings and will understand and interpret ideas and information. Through writing activities and oral presentations students will continue to develop their communication skills.

Ontario Catholic School Graduate Expectations: 1a, 1h, 2a, 2c, 2e, 3c, 4a, 4f, 5a, 5c
Strand(s): Literature Studies and Reading; Writing; Language; Media Studies
Overall Expectations: LIV.01P, 02P, 03B; WRV.01-03P, 04B, 05B; LGV.01P, 02B; MDV.01-02P
Specific Expectations: LI1.01-02P, 03B, 04-05P, 06B, 07P; LI2.01-02P; LI3.01P; WR1.02P, 04P; WR2.01P; MD1.01B; MD2.01-02P

Unit #2: Novel Study: Embrace the Journey

Time: 20 hours (6 additional hours in integrated language/skills development)

Description:
In this unit students will learn and comprehend components of the novel (plot, setting, character, point-of-view and theme) and recognize that sin, human weakness, conflict, and hope are part of the human journey. Students will read, interpret information, and then develop ideas based on themes that will allow the student to integrate the Catholic experience into their appreciation of literature.

Ontario Catholic School Graduate Expectations: 1a, 1d, 2a, 2c, 2e, 3a, 3c, 4a, 5a
Strand(s): Literature Studies and Reading; Writing; Language; Media Studies
Overall Expectations: LIV.01-02P, 03B; WRV.01-03P, 04-05B; LGV.01P, 02B; MDV.01-02P
Specific Expectations: LI1.01P; LI3.01P; WR1.02-04P; WR2.01P; LG1.04B, 05P, 06B; MD1.01B, 02P; MD2.01-02P

Unit #3: Poetry: Miracle and Wonder

Time: 10 hours (3 additional hours in integrated language/skills development)

Description:
The exploration of poetry will encourage students to read, write, and demonstrate their understanding and appreciation of a variety of poetic forms. Students will identify, compare and contrast ballads, narratives, songs, and prayers. Through listening, speaking, and writing in large and small groups, students will learn and apply poetic devices in various poetic contexts. The unit will culminate with the production of an anthology of student prayers, songs, and poems.

Ontario Catholic School Graduate Expectations: 2a, 2c, 4a, 4f, 5a, 5c, 5e, 5f, 7b
Strand(s): Literature Studies and Reading; Writing; Language; Media Studies
Overall Expectations: LIV.01-02P, 03B; WRV.01-03P, 04-05B; LGV.01P, 02B; MDV.01-02P
Specific Expectations: LI1.02P. 03B, 05P, 06B, 07P; LI2.01P; LI3.01-02P; WR1.02P, 04P; WR2.01P; MD1.01B, 02P; MD2.01-02P

Unit #4: Drama: Speak the Speech
Time: 15 hours (4 additional hours in integrated language/skills development)

Description:
In this unit students will actively explore their understanding of how dramatic forms and theatre conventions create meaning. Key to this study will be the students' growing understanding of how the Church's Liturgical codes underpin powerful dramatic archetypes. Through a variety of activities, including written responses, dramatic readings, improvisation, viewing, movement, role playing and discussions, students will increase their awareness and respect for themselves in their local community as well as in the global community.

Ontario Catholic School Graduate Expectations: 2a, 2c, 4a, 4b, 4f, 5a, 5c, 5e, 7b
Strand(s): Reading and Literature Studies; Writing; Language; Media Studies
Overall Expectations: LIV.01-02P, 03B; WRV.01-03P, 04-05B; LGV.01P, 02B; MDV.01-02P
Specific Expectations: LI1.01-02P, 03B, 04-05P, 06B, 07P; LI2.01-02P; LI3.01P; WR1.02-04P; WR2.01P; MD1.01B, 02P; MD2.01-02P

Unit #5: Non Fiction: The Medium and the Message
Time: 20 hours (6 additional hours in integrated language/skills development)

Description:
In this unit students will understand three key concepts of the media, make the connection between non-fiction texts, language conventions and target audiences, and demonstrate their understanding of these texts within the context of the social teachings of the Church. They will apply their knowledge and understanding and develop a positive sense of self and respect for others.

Ontario Catholic School Graduate Expectations: 2a, 2c, 3c, 4a, 4b, 4f, 5a
Strand(s): Reading and Literature Studies; Writing; Language; Media Studies
Overall Expectations: LIV.01-02P, 03B; WRV.01-03P, 04-05B; LGV.01P, 02B; MDV.01-02P
Specific Expectations: LI1.01-02P, 03B, 04-05P, 06B LI2.03P, LI3.02-03P; WR1.01-04P; WR2.01P; MDI.01B, 02-04P; MD2.02-03P

Unit #6: The Writing Process: Sculpting With Words
Time: 25 hours (ongoing)

Description:
This unit is integrated throughout the course. Students will cultivate language for practical communication, creative expression, and ultimately, as a gift for bearing witness to Christ's truth. Through the writing process, they will further develop their skills in drafting, editing, revising and publishing. They will increase their vocabulary, refine their skills in spelling, punctuation, grammar, and usage, and will apply the conventions of standard English in oral and written communication.

Ontario Catholic Graduate Expectations:2a, 2c, 4e, 4f, 5a, 5c, 5f, 7b
Strand(s): Writing; Language
Overall Expectations: WRV.01-03P, 04-05B; LGV.01P, 02B
Specific Expectations: LI3.01-02P; WR1.01-04P; WR2.01-04P; WR3.01-07P; WR4.01-02B, 03P, 04B; WR5.01P, 02B, 03P, 04B, 05-06P, 07-16B; LG1.01-04B, 05P, 06-07B; LG2.01-07P; MD1.02P; MD2.02P

Strategies and Resources

Instructional Strategies	Assessment Strategies	Main Resources
During the course students will write paragraphs, precis and reports and also: • Read texts • Re-tell events • Dramatize scenes • Research using the Internet/library/media outlets • Use desktop publishing programs • Conduct survey/interview • Produce visual displays/ recordings/publications • Listen to recordings • Compose original poetry/ song/story • Construct collage/poster • Practise drafting, editing and revising • Learn and apply Standard English • Prepare and deliver oral and written reports • Identify literary terms • Summarize fiction and non-fiction texts • Reflect on classroom and personal experiences • View various forms of media • Work co-operatively with classmates • Integrate gospel values	The assessment plan will include the following: **Reflection** • Self-assessment • Peer-assessment • Response journals • Wrap-up activities **Observation** • Formal teacher evaluations • Informal teacher observations **Conferencing** • Student/teacher conferences • Peer conferences **Paper and Pencil Tests** • Teacher-made tests • Criterion-referenced tests • Norm-referenced tests **Performance Assessment** • Presentations/dramatizations • Exhibitions/demonstrations • Role play • Formal written assignments • Essays, reports, original Stories and poems • Graphic organizers • Projects • Writing folder **Assessment Tools will include:** • Rubrics, checklists, tests, marking schemes, anecdotal comments, and surveys	The following resources are required to support teaching and learning: **Print** • Bible/Missals • Anthologies of poetry and short stories • Novels • Plays • Newspapers and magazines • Dictionaries and thesauri • Grammar text **Software/Video** • Desktop publishing program • Powerpoint • Internet • Autoskil • CD ROMs **Hardware** • Writing folders • VCR • Computers • CD player • Camera

Evaluation of Student Achievement:
This course emphasizes the application and the practical demonstration of student achievement. Assessment, therefore, will be based on information gathered on students' ability to apply knowledge, skills, and understanding in a variety of practical contexts. Final evaluation will be criterion-referenced and will measure student achievement against the stated expectations for the course. The final grade will be based on the level students most consistently attain in the categories of Knowledge and Understanding, Thinking and Inquiry, Communication, and Application.

Knowledge/Skill Category Weighting	%	Course Grade Weighting	%
To be developed.			

Additional Information

Course Notes

This course emphasizes practical application of the individual student's God-given potential. A key aim of the course is to assess students' learning styles and develop a plan that best facilitates student achievement. The language skills component is ongoing and integral to every unit in the course. This course will respect and affirm the diversity and interdependence of the world's peoples and cultures.

In addition, the teacher should be mindful of the following considerations:

- In grade 9 students are in the early stages of their journey towards the achievement of Catholic Graduate Expectations.
- Teachers and students should embrace every opportunity to enhance the Catholic character of this curriculum.
- The writers have provided examples of rubrics and checklists, however, teachers should also develop/find rubrics which meet the specific needs of their students.
- In order to make specific modifications and accommodations for the needs of their students, teachers should consult with their colleagues in the resource department.
- As technology is used as a learning tool throughout the course, it is essential that teachers instruct students in the appropriate use of technology, with particular reference to ethical and critical use of the Internet.

- The selection of texts/readings must be representative of the cultural groups that make up the Canadian mosaic.
- Teachers are encouraged to collaborate with parents and members of the local community to implement this course fully.

We hope this is a profile that invites teachers and students to participate in a discourse that is, according to Pope John Paul II, "about life's meaning and purpose, an education of transcendence beyond facts into truth, beyond self-interest into compassion, beyond despair into the love required to renew the community of creation." (Trafford, L. Educating the Soul, pg.25)

OSS Policy Applications

Choices Into Action: Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools 1999
The Ontario Curriculum Grades 9 and 10: English 1999
Ontario Secondary Schools Grades 9 to 12: Program and Diploma Requirements 1999
The Ontario Curriculum Grades 9 and 10: Program Planning and Assessment

Course Evaluation

- surveys (student/parent)
- CRDI
- student course evaluation

Unit #1

Title: Storytelling: Short Stories and Mythology

Time: 20 hours (6 additional hours in integrated language/skills development)

Unit Description
In this unit students will read and demonstrate their understanding of a variety of short stories and myths as an examination of the quest for identity, the mysteries of creation, and God's presence in our world. They will explore, compare and contrast, appreciate, and value stories and myths from a variety of cultures and traditions. Students will learn and apply a variety of literary terms to assigned readings and will understand and interpret ideas and information. Through writing activities and oral presentations students will continue to develop their communication skills.

Strands and Expectations

Ontario Catholic School Graduate Expectations: 1a, 1h, 2a, 2c, 2e, 3c, 4a, 4f, 5a, 5c

Strand(s): Reading and Literature Studies; Writing; Language; Media Studies

Overall Expectations: LIV.01-02P, 03B; WRV.01-03P, 04-05B; LGV.01P, 02B; MDV.01-02P
Specific Expectations: LI1.01-02P, 03B, 04-05P, 06B, 07P, LI2.01-02P, LI3.01P, WR1.02P, 04P; WR2.01P; MD1.01B; MD2.01-02P

Activity Titles (Time and Sequence)

Activity 1	In the Beginning: Our World, Our Stories, Ourselves	240 minutes (+60 integrated)
Activity 2	Illustrate It! Designing a Collage/Powerpoint Presentation	180 minutes (+60 integrated)
Activity 3	All the World's a Stage: Writing and Presenting an Original Myth or Story	240 minutes (+60 integrated)
Activity 4	If I Were the Author... Writing Your Own Ending to a Short Story	150 minutes (+90 integrated)
Activity 5	Putting It Together: Creating and Publishing a Class Anthology	300 minutes (+90 integrated)
Activity 6	Naming of Parts: Learning and Applying Literary Terms	90 minutes (ongoing)

Unit Planning Notes
- In addition to the 20 hours allotted for this unit, approximately six hours should be devoted to the writing process and the on-going refinement of language skills as outlined in Unit #6 of this course.
- Since the storytelling unit will be the first unit delivered in the course, the teacher should ensure that students receive a thorough grounding in the knowledge and application of key terms and literary concepts which will form the foundation for the study of longer and more complex literary works later in the course.

- In addition, diagnostic assessment of learning styles as well as reading, writing, and oral communication skills should be conducted early, in order that students' needs might be addressed and learning styles accommodatEd.

Teaching/Learning Strategies
- collaborative learning activities (e.g., jigsaw and other small group activities)
- dramatic readings by teacher and students
- teacher-led discussion and instruction/Socratic lessons
- small group presentations
- peer-editing and peer conferencing
- word processing and desktop publishing (drafting, editing, revising, publishing)
- teacher/student conferencing

Assessment/Evaluation
Diagnostic and Formative Assessment
The teacher:
- teacher/student conferences to provide feedback on the writing process
- rubric(s) to assess assigned writings
- checklists to assess small group presentations, individual creativity, cooperation, and contribution in small group activities
- informal teacher observation

The student:
- self and peer assessment checklists
- peer-editing checklist to provide feedback in the writing process
- response journals

Summative Evaluation
- content test
- publication of anthology/Powerpoint presentation of student-created myths and stories

Resources
- anthologies of short stories, myths, legends, and folktales from a variety of cultures and traditions
- The Bible
- software: (Powerpoint, desktop publishing, word processing)
- CD ROMs and videos

Teacher Resources:
Mythology, E. Hamilton
Myths to Live By, J. Campbell
A Glossary of Literary Terms, M.H. Abrams
Native Voices, F. Ahenakew et al.

Activity #1

Title: In the Beginning: Our World, Our Stories, Ourselves

Time: 240 minutes (an additional 60 minutes in integrated language study)

Description
The main focus of this activity is connecting creation myths from a variety of cultures and traditions with Christian creation stories.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations
The graduate is expected to:
- illustrate a basic understanding of the saving story of our Christian Faith (1a)
- respect the faith traditions, world religions and the life-journeys of all people of good will (1h)
- present information and ideas clearly and honestly and with sensitivity to others (2c)
- use and integrate the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life (2e)
- demonstrate a confident and positive sense of self and respect for the dignity and welfare of others (4a)
- work effectively as an interdependent team member (5a)

Strand(s): Literature Studies and Reading; Writing; Language; Media Studies

Overall Expectations
At the end of Grade 9, students will:
- read and demonstrate an understanding of a variety of literary and informational texts (LIV.01P)
- use knowledge of vocabulary and language conventions to speak, write, and read clearly and correctly (LGV.01P)
- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences (LGV.02B)

Specific Expectations
Students will:
- describe information, ideas, opinions, and themes in texts they have read during the year from a variety of print and electronic sources (LI1.01P)
- make inferences based on the information and ideas presented in texts (LI1.05P)
- identify the purpose for each piece of writing (WR2.01P)
- identify the specific audience for each piece of writing (WR2.02P)
- use listening techniques and oral communication skills to participate in group discussions (LG2.01P)
- use eye contact, specific examples, humour, and visual aids and technology, as appropriate, to engage the audience's interest during oral presentations (LG2.04P)
- edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation (WR5.04B)

Planning Notes

- Teachers will emphasize the need to respect and appreciate the rich diversity of cultures and traditions represented in the various stories considered in this activity. At the same time, students will become aware of their own cultural biases.
- Since some students will choose the report as their culminating assignment, the teacher should integrate instruction in the preparation of a short report into this activity.
- Since some students will use the Internet in the culminating activity the teacher should enlist the help of the teacher-librarian. The teacher will also introduce/review acceptable use of the Internet (see Course Notes, page 6).
- Although the emphasis in this activity is on the application of concepts, students will strive to understand the figurative and symbolic nature of myth. The school Chaplain may assist the teacher in achieving this goal.
- Activity 6, Unit 1 (Naming of Parts) is ongoing throughout this unit, therefore teachers will refer to this activity before beginning the unit.

Teaching/Learning Strategies

- Students will listen to an oral reading of Genesis and the Creation of Adam and Eve.
- The teacher will explain and emphasize that these are the founding stories of our faith.
- The teacher will guide students in distinguishing between the literal truth and the symbolic Christian truths in the stories.
- The teacher will organize students into groups.
- The teacher will assign each group a different creation story.
- The teacher will instruct the students to read the story silently and then take turns reading the story aloud. (See Accommodations Unit 1-4)
- The teacher will distribute an organizer to each student in each group on which students will a) summarize the plot, b) describe the main characters, c) identify the main conflict.
- The teacher will re-arrange students into expert groups in which students will re-tell their stories and share their findings.
- The teacher will draw from students, in a class discussion, commonalities among the various stories. Suggested questions might include:
  - What suffering does the main character experience?
  - What does the main character learn from this experience?
  - What do we learn about ourselves through the struggles of the main character?
  - What is won and what is lost in these stories?
  - Was the struggle worth it?
- The teacher will summarize responses on the chalkboard.

Culminating Activity:

The culminating activity will call upon students to appreciate that various ancient cultures and people expressed the mysteries and wonders of creation in diverse ways.

Students may select <u>one</u> of the following assignments as a culminating activity:

- In a short report, compare one god figure from the creation myth of any culture with the God of the Christian creation story.
- Create two illustrations, one depicting the biblical story of creation, the other illustrating the creation myth of another culture.
- Surf the Internet and locate images and text featuring creation myths and create and deliver a presentation.

Assessment/Evaluation

- informal teacher observation (1h, 2c, LGV.02B)

Collaborative Learning:
- checklist to assess collaboration and monitor process in groups (**Appendix D**) (5a, LG2.01P)

Product (The Written Report):
- rubrics for the assessment of the report (**Appendix A**) (1a, LI1.01P, LGV.01P, LI1.05P, WR2.01P, WR2.02P)
- peer-editing and self-assessment checklists (WR5.04B)
- teacher/student conference (1a)

The Illustration:
- checklist/rubric to assess creativity and content (1a, LIV.01P, LI1.05P)

Internet Research and Presentation:
- checklist/rubric to assess creativity and content (**Appendix B**) (2e, LIV.01P, LGV.01P, LI1.01P, LI1.05P, LG2.02P)

Accommodations
In this activity, the teacher will assess oral reading for the purpose of identifying the need for possible remediation. If students are not comfortable reading in front of the class, they can read to the teacher in a one-on-one situation.

Resources
Teacher Resources:
- The Power of Myth, Joseph Campbell
- The Educated Imagination, Northrop Frye

Student Resources:
- an anthology of myths and folktales
- Global Reading Safari, James Barry
- Micmac Legends, Alden Nowlan
- Native Voices, Freda Ahenakaw et al.(Eds.)
- The Bible
- Vatican Library web site (art history)

Activity #2

Title: Illustrate It! Designing a Collage/Powerpoint Presentation

Time: 180 minutes (60 additional minutes in integrated language study)

Description
In this activity, designing a collage, storyboard, or Powerpoint presentation to illustrate aspects of theme, character, conflict or setting found within myths and short stories will be the focus.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations
The graduate is expected to:
- listen actively and critically to understand and learn in light of gospel values (2a)

- present information and ideas clearly and honestly and with sensitivity to others (2c)
- demonstrate a confident and positive sense of self and respect for the dignity and welfare of others (4a)
- work effectively as an interdependent team member (5a)

Strand(s): Literature Studies and Reading; Writing; Language; Media Studies

Overall Expectations

At the end of Grade 9, students will:

- use print and electronic sources to gather information and explore ideas for their written work (WRV.01P)
- use knowledge of a variety of media forms, purposes, and audiences to create media works (MDV.02P)

Specific Expectations

Students will:

- make inferences based on the information and ideas presented in texts (LI1.05P)
- locate and record information and ideas from print and electronic sources, including newspapers and magazines, dictionaries, encyclopedias, vertical files, and electronic databases (WR1.02P)
- adapt a work of literature for presentation in another media form (MD2.02P)
- create media works for different purposes (MD2.02P)
- analyze the characteristics of different audiences and create media works designed specifically for them (MD2.03P)
- use listening techniques and oral communication skills to participate in group discussions (LG2.01P)

Planning Notes

- Teachers/students will collect samples of collages, illustrations, storyboards, and comic book illustrations created by students. These can be used as models for students to view and examine.
- Teachers will, with the help of the teacher-librarian, create and publish a list of relevant web sites that the class might access. The teacher will instruct students on the critical use of web sites.
- It is assumed that not all students will be fluent in visual arts; in such cases students will be assessed on the mastery of the content.

Teaching/Learning Strategies

Collaborate to complete one of the following culminating activities or assignments:

- The teacher will instruct students to collaborate in pairs to complete <u>one</u> of the following activities:
  -Visit the Muse des Beaux Arts web site and view Breughel's "The Fall of Icarus." Using it as your inspiration, create your own illustration of a key incident involving your favourite mythological figure.
  -Create a storyboard or comic illustration depicting the journey, struggles, or adventures of a mythological hero of your choice.

Assessment/Evaluation

- informal teacher observation (4a, WR1.02P)

Collaborative Learning/Process:

- checklist to assess collaboration and to monitor process in groups (**Appendix D**) (2a, 2c, 5a, LG2.01P)

- checklist/rubric to assess creativity, content, form, and visual expression (WRV.01P, MDV.02P, LI1.05P, WR1.02P, MD2.01P, MD2.02P)

Accommodations
As the focus of this activity is primarily visual, teachers will be mindful of the needs of students who prefer to express their knowledge and understanding in written modes.

Resources
Teacher Resources:
- Native Voices, Freda Ahenakaw et al., (Eds.)

Student Resources:
- Breaking Through: A Canadian Literary Mosiac, John Borovilos
- Powerpoint presentation software
- Internet access

Activity #3

Title: All the World's a Stage: Writing and Presenting an Original Myth or Story

Time: 240 minutes (an additional 60 minutes in integrated language study)

Description
This activity focuses on the writing and dramatization of student created myths.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations
The graduate is expected to:
- listen actively and critically to understand and learn in light of gospel values (2a)
- present information and ideas clearly and honestly and with sensitivity to others (2c)
- work effectively as an interdependent team member (5a)

Strand(s): Literature Studies and Reading; Writing; Language; Media Studies

Overall Expectations
At the end of Grade 9, students will:
- use a variety of forms of writing to express themselves, clarify their ideas, and engage the audience's attention, imagination, and interest (WRV.03P)
- revise their written work, collaboratively and independently, with a focus on support for ideas, accuracy, clarity, and unity (WRV.04B)
- edit and proofread to produce final drafts, using correct grammar, spelling and punctuation, according to the conventions of standard Canadian English specified for this course, with the support of print and electronic resources when appropriate (WRV.05B)
- use knowledge of vocabulary and language conventions to speak, write, and read clearly and correctly (LGV.01P)
- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences (LGV.02B)

Specific Expectations

Students will:

- revise drafts to ensure that ideas are adequately developed with supporting details and to achieve clarity and unity (WR4.01B)
- make constructive suggestions to peers, using prompts, checklists, open-ended statements, and questions (WR4.03P)
- consider reactions from teachers, peers, and others in revising and editing written work (WR4.04B)
- provide documentation showing their use of the writing process (WR5.03P)
- edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation (WR5.04B)
- identify and use parts of speech correctly: nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections (WR5.05P)
- construct complete and correct compound and complex sentences, using the following sentence components as required: subject, predicate, object, subject complement, main and subordinate clauses, prepositional phrases (WR5.06P)
- recognize, describe, and use correctly, in oral and written language, the language structures of Standard Canadian English and its conventions of grammar and usage (LG1.05P)
- recognize, describe, and use correctly, in oral and written language, the conventions of Standard Canadian English for spelling, capitalization, and punctuation (LG1.07B)

Planning Notes

- Prior to beginning this unit, the teacher will review and reinforce the skills needed for working in groups (e.g., responsibilities, dealing with conflict, negotiation, valuing the contributions of others).
- The teacher needs to be mindful that students' learning styles differ. Some students may find the presentation a great challenge; therefore, assessment for such students may be weighted more heavily in favour of the written products in this activity.
- As students create their scripts and presentations, they will need to be familiar with the language and conventions of the drama. This particular activity is a precursor to the drama unit.
- The teacher may collaborate with a colleague in the Drama department on this activity.
- The teacher will keep finished written work for a class anthology (see Unit 1, Activity 5).

Teaching/Learning Strategies

- The teacher will reiterate that myths were written to explain natural phenomena, explore the mysteries of creation and understand human nature.
- Students will collaborate to write an original myth on one of the following topics:
  - why people's hair colours are different
  - why it rains
  - why the sun is yellow
  - where rainbows come from
  - why it snows in Canada
  - why men have beards
  - why fish breath water
  - why dogs have tails
  - how the beaver got its tail
  - how a sport or type of music originated
  - or another topic of the student's choosing
- After students have written their myths they will rewrite them in script form and present them. This work will involve writing dialogue, designing a set, providing stage directions, and choreographing movement.

or

Students may choose a god/goddess or hero/heroine from their favourite myth and write a story in which the character is placed in a modern predicament (e.g., a sporting event, job interview, birthday party). Students will rewrite their story in script form and present it to the class.

Assessment/Evaluation
- informal teacher observation (**Appendix D**) (2a, LGV.02B, WR4.04B)

Process:
- checklist to assess individual contribution to collaborative effort (**Appendix C**) (2a, 2c, 5a, LGV.01P, WRV.05B, WR4.03P, WR4.04B)
- checklist to assess the group's collaboration in brainstorming, drafting, editing, and revising (**Appendix D**) (WRV.04B, WR4.01B, WR4.03P, WR4.04B, WR5.03P, WR5.04B)

Product:
- rubric to assess final written products, the narrative myth and the script (WRV.03P, LGV.01P)
- rubric to assess presentation/performance (**Appendix B**) (LGV.01P, LGV.02B)
- language and grammar rubric (LG1.05P, LG1.07B, WR5.05P)

Accommodations
The nature of the activity allows students with various abilities and interests to contribute in a meaningful way to the collaborative effort of the group. The assessment strategies allow flexibility when reviewing the individual contribution of each student.

Resources
- "How the Mosquito Came to Be" in Global Reading Safari, James Barry (Ed.)
- dictionaries/thesauri
- The Bible
- a handbook of dramatic terms
- Big Hair: A Journey to Transformation of Self, Grant McCracken

Activity #4

Title: If I Were the Author. . .Writing Your Own Ending to a Short Story

Time: 180 minutes (90 additional minutes in integrated language study)

Description
The objective of this activity is speculating and writing your own ending to a short story.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations
The graduate is expected to:
- present information and ideas clearly and honestly and with sensitivity to others (2c)
- work effectively as an interdependent team member (5a)

Strand(s): Literature Studies and Reading; Writing; Language; Media Studies

Overall Expectations
At the end of Grade 9, students will:

- use a variety of forms of writing to express themselves, clarify their ideas, and engage the audience's attention, imagination and interest (WRV.03P)
- revise their written work, collaboratively and independently, with a focus on support for ideas, accuracy, clarity, and unity (WRV.04B)
- edit and proofread their final drafts, using correct grammar, spelling and punctuation, according to the conventions of Standard Canadian English specified for this course, with the support of print and electronic resources when appropriate (WRV.05B)
- use knowledge of vocabulary and language conventions to speak, write, and read clearly and correctly (LGV.01P)
- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences (LGV.02B)

Specific Expectations

Students will:

- make inferences based on the information and ideas presented in texts (LI1.05P)
- use specific references from a text to support opinions and judgements (LI1.06B)
- revise drafts to ensure that ideas are adequately developed with supporting details and to achieve clarity and unity (WR4.01B)
- make constructive suggestions to peers, using prompts, checklists, open-ended statements, and questions (WR4.03P)
- provide documentation showing their use of the writing process (WR5.03P)
- select words and phrases appropriate to informal and formal styles, to suit the purpose and intended audience of oral and written work (LG1.04B)
- adapt punctuation and capitalization for the special requirements of direct quotations, scripts, dialogue, and poetry (WR5.16B)

Planning Notes

- The teacher will review the group work skills demonstrated in the previous activity.
- The teacher will select a variety of stories that reflect students' interests and backgrounds.
- The teacher will select short stories that reflect current topics and issues, with particular emphasis on Canadian content.
- The teacher will contact the local community library or a cultural community centre for the names of storytellers who might be willing to share their stories with the class.
- Students may choose to compare their endings and then debate which ending is most dramatically effective.
- An alternative activity may call upon the students to predict the ending of a given short story.

Teaching/Learning Strategies

Students will read three to five short stories representing a variety of cultures and traditions. (A variety of reading strategies will be used including, silent reading, reading aloud, and reading in small groups.)

- The teacher will explain that short stories, like myths, are an expression of our quest to understand our nature and our world.
- The teacher will model the reading of the first short story.
- The teacher will check for understanding and active listening through questioning.
- The teacher will assign one short story for silent reading.
- The teacher will lead the class in a discussion/analysis based on the following terms: theme, setting, character, plot, conflict and point-of-view.
- Students will read a short story of their own choosing, in pairs, and using a graphic organizer, they will analyze the story for plot, character, setting, conflict, theme and point-of-view.
- The teacher will invite a storyteller from the community to share stories.

Culminating Activity:

- Students will collaborate in pairs to rewrite the ending to any one of the short stories studied in class. The following is a list of questions students might consider:
  - What did you like or dislike about the ending? Why?
  - Would you change the setting? How?
  - Would you change the quest or the journey? How?
  - Would you change the personality of the/a character? How?
  - What will the character(s) learn about themselves and others in your new ending?
  - What new adventure or quest would you suggest that your hero embark on?
  - What qualities should the character acquire to make him/her more Christian?

Assessment/Evaluation

- informal teacher observation (Checklist) (LGV.02B)

Collaborative Learning/Process:

- checklist to monitor process and assess collaboration in groups (**Appendix D**) (2c,5a, LGV.02B)
- peer assessment checklist (WRV.04B, WRV.05B, WR4.01B, WR4.03P, WR5.03P)
- journal response checklist (WRV.03P)
- checklist to assess oral reading (LGV.01P)

Product:

- language and grammar rubric (LG1.04B, WR5.16B)
- rubric to assess creativity (detail, originality, style etc.) (LI1.05P, LI1.06B)

Accommodations

Some students may need more than the allotted time to compose their story ending. In addition, some students may choose to convey their endings as illustrations or record their endings on cassette.

Resources

- Breaking Through: A Canadian Literary Mosaic, J. Borovilos (Ed.)
- Breaking Free: A Cross Cultural Anthology, J. Borovilos (Ed.)
- Perspectives; Choices, G. Kirkland and R. Davies (Ed.)
- An anthology of the short stories of O. Henry; Biblical Stories (e.g., "The Story of Joseph and his Brothers")
- Global Reading Safari, J. Barry (Ed.)
- Native Voices, F. Ahenakew, et al.
- Identity and Learning, K.Roy
- Nelson Mini-Anthologies: Time Tracks, In Touch, On the Edge, Explore the Unknown

Activity #5

Title: Putting it Together: Creating and Publishing a Class Anthology

Time: 330 minutes (90 additional minutes in integrated language study)

Description
Students will be creating and publishing a class anthology of original stories and myths.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations
The graduate is expected to:
- Listen actively and critically to understand and learn in light of gospel values (2a)
- Present information and ideas clearly and honestly and with sensitivity to others (2c)
- Think reflectively and creatively to evaluate situations and solve problems (3c)
- Apply effective communication, decision-making, problem-solving, time and resource management skills (4f)
- Work effectively as an interdependent team member (5a)
- Develop one's God-given potential and make a meaningful contribution to the class and school community (5c)

Strand(s): Literature Studies and Reading; Writing; Language; Media Studies

Overall Expectations
At the end of Grade 9, students will:
- identify the literary and informational forms suited to specific purposes and audiences and use the forms appropriately in their own writing, with an emphasis on communicating information accurately (WRV.02P)
- edit and proofread to produce final drafts, using correct grammar, spelling and punctuation, according to the conventions of Standard Canadian English specified for this course, with the support of print and electronic resources when appropriate (WRV.05B)
- use knowledge of a variety of media forms, purposes, and audiences to create media works (MDV.02P)

Specific Expectations
Students will:
- sort and group information and ideas, assess their relevance and accuracy, and discard irrelevant material (WR1.03P)
- edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation (WR5.04B)
- identify and use parts of speech correctly: nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections (WR5.05P)
- adapt punctuation and capitalization for the special requirements of direct quotations, scripts, dialogue, and poetry (WR5.16B)
- explain how authors and editors use design elements to help convey meaning (LI3.03P)

Planning Notes
- The main goal of this activity is to give the students a sense of confidence and accomplishment.
- Many of the activities in this unit culminate in published writings and illustrations.
- The focus of this unit is the application of technological skills to create an integrated product (e.g., an anthology of stories, myths, scripts).

- Students should derive, individually and collectively, a sense of accomplishment.
- This is the culminating activity of the unit which calls upon students to apply and demonstrate a broad range of skills and competencies in a collaborative and collegial context.
- Teachers should take an inventory of students' technological skills so that within each group there is a balance of skills and talents among group members.
- A modification on the jigsaw approach may be taken whereby each home group has a member drawn from a "technology expert" group. This expert group will manage the overall design of the anthology and provide technological assistance to each home group.
- Teachers are encouraged to collaborate with colleagues in computer studies and technology departments.
- Teachers may enlist the help of experts e.g., senior technology students, yearbook editor, school newspaper editor, and others to help the students with elements of layout and design.

Teaching/Learning Strategies
- The teacher will list the works students have completed on the board.
- Students and teacher will categorize the work according to theme, topic, sub-genre (e.g., creation stories, myths, short stories, scripts, illustrations).
- The teacher and students together will decide a) design and layout features (e.g., font, number of pages, illustrations, anthology title) and b) formatting and graphic layout (e.g., composing of forward/introduction).
- The teacher will divide the class into groups according to the tasks that need to be accomplished (see above).
- Students will compile and publish the anthology.

Assessment/Evaluation
- informal teacher observation (Checklist) (2a)

Collaborative Learning/Process:
- checklist to monitor process and assess collaboration in groups (**Appendix D**) (2c, 3c, 4f, 5a, WR1.03P)
- self assessment checklist (**Appendix C**) (5a, 5c, WR5.04B)
- peer assessment checklist (WR5.04B)

Product:
- language and grammar rubric (WR5.05P, WR5.16B)
- rubric to assess anthology (detail, originality, style graphics, organization, etc.) (WRV.02P, WRV.05B, MDV.02P, LI3.03P)

Accommodations
Since there is a variety of tasks required for this culminating activity most needs and learning styles can be accommodated and supportEd.

Resources
Hardware: colour printer, scanner, photocopier
Software: desktop publishing, wordprocessing program

Activity #6

Title: Naming of Parts: Learning and Applying Literary Terms

Time: 90 minutes (ongoing)

Description
The aim of this activity is introducing and applying literary terms.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations
The graduate is expected to:
- present information and ideas clearly and honestly and with sensitivity to others (2c)
- work effectively as an interdependent team member (5a)

Strand(s): Literature Studies and Reading; Writing; Language; Media Studies

Overall Expectations
At the end of Grade 9, students will:
- demonstrate an understanding of the elements of a variety of literary and informational forms, with a focus on plays, short stories, and newspaper and magazine articles (LIV.02P)
- identify and explain the effect of specific elements of style in a variety of literary and informational texts (LIV.03B)
- use knowledge of vocabulary and language conventions to speak, write, and read clearly and correctly (LGV.01P)

Specific Expectations
Students will:
- make constructive suggestions to peers, using prompts, checklists, open-ended statements, and questions (WR4.03P)
- identify and use parts of speech correctly: nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections (WR5.05P)
- recognize, describe, and use correctly, in oral and written language, the language structures of Standard Canadian English and its conventions of grammar and usage (LG1.05P)
- recognize, describe, and use correctly, in oral and written language, the conventions of Standard Canadian English for spelling, capitalization, and punctuation (LG1.07B)

Planning Notes
- Throughout the storytelling unit the teacher will introduce and explain a variety of literary terms. These should not be studied in isolation. Instead, they should be integrated into the reading of the short stories and myths and should be discussed and applied as the need arises.
- This activity offers the opportunity to assess and diagnose the language skills of individual students, and address their specific needs, through remediation.

Teaching/Learning Strategies
- Students will create and maintain a glossary of terms e.g., initial situation, incident, trigger incident, conflict, climax, theme, moral, character, protagonist, setting, mood, atmosphere, narration and suspense.
- Students will work collaboratively in small groups to apply literary terms to the analysis of short stories and myths (see Unit 1, Activity 4).
- Students will write a content quiz.

Assessment/Evaluation

- content quiz to ascertain knowledge, understanding and application of literary terms used in studying short stories (LIV.02P, LIV.03B, LGV.01P)
- roving conference/informal teacher observation (Checklist) (2c)
- group work checklist **(Appendix D)** (5a, WR4.03P)

Accommodation

Students may choose to communicate orally rather than in written form. Some students may require additional time for the task or assistance from a peer.

Resources

Teacher Resources:

- A Glossary of Literary Terms, M.H. Abrams

Student Resources:

- teacher-generated lists of definitions of literary terms
- Autoskill software

Unit #2

Title: Novel Study: Embrace the Journey

Time: 20 hours (6 additional hours in integrated language/skills development)

Unit Description
In this unit students will learn and comprehend components of the novel (plot, setting, character, point-of-view and theme) and recognize that sin, human weakness, conflict and hope are part of the human journey. Students will read, interpret information, and then develop ideas based on themes that will allow students to integrate the Catholic experience into their appreciation of literature.

Strands and Expectations

Ontario Catholic Graduate Expectations: 1a, 1d, 2a, 2c, 2e, 3a, 3c, 4a

Strand(s): Literature Studies and Reading; Writing; Language; Media Studies

Overall Expectations: LIV.01-02P, 03B; WRV.01-03P, 04-05B; LGV.01P, 02B; MDV.01-02P

Specific Expectations: WR1.02-04P; WR2.01P; LG1.04B, 05P, 06B; MD1.01B, 02P; MD2.01-02P

Activity Titles (Time and Sequence)

Activity 1	Collaboratively Building Narratives: Write, Rotate, Right/ Connecting a Story	120 minutes (+30 integrated)
Activity 2	Words Will Take You There: Individual, Small and Large Group Reading	240 minutes (+120 integrated)
Activity 3	Who's on First? What's on Second? Charting and Predicting Plot and Character	210 minutes (+120 integrated)
Activity 4	The Writer and Commentator	300 minutes (+30 integrated)
Activity 5	See It! Connect It! Write It: Critical Viewing and Application	330 minutes (+60 integrated)

Unit Planning Notes
- 360 minutes of language development are incorporated into this unit.
- The novel can be connected to the video representation or to a theme-related support visual in the critical viewing and writing activity.
- Assessment of the final critical reviewing activity will be shared with students.
- Use of available multi-media resources will be encouraged.
- Daily readings of the novel will take a variety of forms (e.g., group, individual, teacher led).
- The teacher will follow up with remediation as necessary.

Teaching/Learning Strategies
- small group reviewing and reading
- teacher-led discussion to engage readers
- use of charts and diagrams to organize plot and character development
- response journals for theme and character exploration
- peer conferencing and editing of response journals
- Socratic questioning and answering

Assessment/Evaluation
Diagnostic and Formative:
- checklist: peer-editing, note-taking and group work
- quiz on literary terms
- grammar rubric
- anecdotal notes
- peer and self assessment of critical viewing project

Summative:
- unit test focused on content and comprehension

Resources
Print
- class novel(s)
- dictionary/thesauri
- newspapers and magazines
- The Bible

Computer Software
- wordprocessing program
- Internet

Activity #1

Title: Collaboratively Building Narratives: Write, Rotate Right/Connecting a Story

Time: 120 minutes (30 additional minutes of in integrated language study)

Description
This activity is divided into two parts. The first part provides an interactive review of story elements. The second part serves as an introduction to the novel.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations
The graduate is expected to:
- present information and ideas clearly and honestly and with sensitivity to others (2c)
- work effectively as an interdependent team member (5a)

Strand(s): Literature Studies and Reading; Writing; Language

Overall Expectations

At the end of Grade 9, students will:

- use knowledge of vocabulary and language conventions to speak, write, and read clearly and correctly (LGV.01P)
- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences (LGV.02B)

Specific Expectations

Students will:

- use knowledge of elements of the short story, such as plot, character, setting, conflict, theme, and atmosphere, to understand and interpret texts in the genre (LI2.02P)
- use listening techniques and oral communication skills to participate in group discussions (LG2.01P)
- use eye contact, specific examples, humour, and visual aids and technology, as appropriate, to engage the audience's interest during oral presentations (LG2.04P)

Planning Notes

Part One:

- In this activity, students are collectively creating a variety of stories.
- There will be as many stories as there are pairs of students.
- Students must read materials passed to them with care in order to ensure continuity in the stories.
- As an extension activity students can polish and publish their stories.
- This part of the activity will not be formally assessed.

Part Two:

- The teacher will choose excerpts from a variety of novels. These excerpts will include both the novels' beginnings and endings.
- It is important to choose novels from a variety of sub-genre and distinctive styles.
- Excerpts from the novels should be typed or written in the same font.

Teaching/Learning Strategies

Part One: Write, Rotate, Right: Collectively Building Stories

- The teacher will distribute to each pair of students, a graphic organizer with the following story elements: setting, character, conflict, climax, and conclusion (see Unit 1, Activity 6).
- The teacher will instruct students to write in sentence form.
- In pairs, students will choose a setting (e.g., a mall, the year 2050) and write about it in as much detail as they can in a given amount of time (e.g., 3-5 minutes).
- Students will write this in the setting section of their graphic organizer.
- Having completed the section on setting, each pair will pass its handout to the pair on its right.
- The receiving pair will read the setting description that has been passed and continue the story by adding a character, being careful to ensure the continuity of the story.
- The teacher will supervise the rotation of materials and observe the students' progress.
- Upon completion of the character portion of the organizer, each pair will pass the organizers to the right.
- The receiving pair will carefully read the material passed to them and continue the story by adding a conflict.
- Students will continue to write and rotate until the stories are completed.
- Having completed the stories, students will use their organizers to recite their stories.
- The last pair will read the completed story to the class. Students may need to rehearse their stories before presentation.

Part Two: Connecting Stories: Linking Narration, Style, and Language

- The teacher will organize the students into groups of four.
- Students will be given 10 cue cards with excerpts from five novels.
- There will be five excerpts from the beginnings and five excerpts from the endings of the novels.
- The cue cards will be shuffled so group members cannot distinguish which beginning belongs with which ending.
- Students will analyze the narration for style and match each beginning with its ending.
- For one match, students will write one paragraph justifying their choice.
- Students will present their justification to the class.
- The teacher will informally observe the activity.

Assessment/Evaluation

- informal teacher observation, roving conference (2c, LGV.02B)

Collaborative Learning Process:

- checklist to monitor process and assess collaboration in groups (**Appendix D**) (5a, LGV.02B, LG2.01P)

Product:

- presentation rubric (**Appendix B**) (LGV.01P, LGV.02B, LI2.02P, LG2.01P, LG2.04P)
- writing assessment rubric (**Appendix A**) (LGV.01P, LI2.02P)

Accommodations

This activity is designed to be inclusive for students of all abilities. In the "Write Rotate Right" activity students may be given more than five minutes to compose their answer. If the exceptionality involves writing, one student can scribe for the other. Alternatively, if the exceptionality involves speaking, one student may speak for the other.

Resources

• novel possibilities for selecting excerpts for Part 2 of the activity:
Catcher in the Rye
Who Has Seen The Wind
1984
The Running Man
Lady Oracle
The Bluest Eyes
Holdfast
The Shipping News
Crabbe
The Pigman
The Chocolate War
Of Mice and Men
The Pearl
The Lilies of the Field

Activity #2

Title: Words Will Take You There: Individual, Small and Large Group Reading

Time: 240 minutes (120 additional minutes in integrated language study)

Description
This activity deals with ongoing reading and the creation of a glossary.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations
The graduate is expected to:
- demonstrate a confident and positive sense of self and respect for the dignity and welfare of others (4a)
- work effectively as an interdependent team member (5a)

Strand(s): Literature Studies and Reading; Writing; Language

Overall Expectations
At the end of Grade 9, students will:
- use knowledge of vocabulary and language conventions to speak, write, and read clearly and correctly (LGV.01P)
- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences (LGV.02B)

Specific Expectations
Students will:
- describe a variety of reading strategies and select and use them effectively before, during, and after reading to understand texts (LI1.03B)
- identify and explain examples of slang, jargon, dialect, and colloquialism as well as of Standard Canadian English, in literary texts and their own oral and written work (LG1.02B)
- identify words borrowed from other languages and words and terms recently introduced to describe new ideas, inventions, and products, and explain their origins (LG1.03B)
- analyze their own and others' oral communication skills, identifying strengths and weaknesses and suggesting ways to improve (LG2.07P)

Planning Notes
- This activity is ongoing. The novel(s) will be read over the course of the unit. A variety of strategies will be employed to ensure that all students have the opportunity to listen to and read the novel(s).
- As students read and discover new words they will add these words, along with definitions, to a glossary. This glossary will be stored in their notebooks.
- The class may study the same novel. However, several novel titles may be used to accommodate different interests and reading levels. Whether one novel or several are employed the same strategies apply.
- In terms of reading aloud, it is important for students to experiment with their voices to create characterization and a variety of tone. Teachers need to model how a novel can be read dramatically.

Teaching/Learning Strategies

- The teacher will read sections of a novel to the students to model dramatic reading.
- The teacher will emphasize that reading aloud requires rehearsal.
- The teacher will tell students that they may need to read passages several times for understanding.
- The teacher will also stress the need for active listening.
- Students will read silently.
- Students will read aloud in large and small groups allowing for oral reading and rehearsal as needEd. (Some students may prefer to read aloud to the teacher only.)
- Students will create a glossary that has subtitles: Word, Origin, and Definition. The glossary will be stored in students' notebooks. Throughout their reading activities, students will be directed to identify new words and add them to the glossary.
- Students will demonstrate their understanding of new words by using them appropriately in the writing assignments given in Activities 3-6.

Assessment/Evaluation

- informal teacher observation (Checklist) (4a, 5a, LGV.01P, LGV.02B, LI1.03B, LG1.03B)
- informal student observation (LG2.07P)

Collaborative Learning/Process:

- checklist for assessing glossary (LG1.02B, LG1.03B)
- self-evaluation checklist for reading (LGV.02B)
- checklist for dramatic reading (voice, tone, pronunciation, fluency, enunciation, etc.) (LGV.02B, LI1.03B)

Accommodations

Reading is a critical skill to learn. Reading must be a positive experience. Students can be supported through a variety of strategies including reading one-to-one, word attack strategies, reading aloud and listening to recordings of tapes while reading along with the text.

Resources

• Suggested titles include:
Z for Zachariah
Of Mice and Men
The Pearl
The Pigman
Snowbound
The Outsiders
That Was Then This Is Now
Who Is Francis Rain?
Shane
The Lottery Rose
And Then There Were None
The Pearl
The Lilies of the Field
• accelerated reader, dictionary

Activity #3

Title: Who's on First, What's on Second? Predicting Plot and Character

Time: 210 minutes (120 additional minutes in integrated language study)

Description
This activity charts character and plot development. It consists of two smaller activities that unfold simultaneously and are linked to the reading of the novel.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations
The graduate is expected to:
- recognize that there is more grace in our world than sin and that hope is essential in facing all challenges (3a)
- think reflectively and creatively to evaluate situations and solve problems (3c)

Strand(s): Literature Studies and Reading; Writing; Language

Overall Expectations
At the end of Grade 9, students will:
- revise their written work, collaboratively and independently, with a focus on support for ideas, accuracy, clarity, and unity (WRV.04B)
- edit and proofread to produce final drafts, using correct grammar, spelling and punctuation, according to the conventions of Standard Canadian English specified for this course, with the support of print and electronic resources when appropriate (WRV.05B)
- use knowledge of vocabulary and language conventions to speak, write, and read clearly and correctly (LGV.01P)

Specific Expectations
Students will:
- sort and group information and ideas, assess their relevancy and discard irrelevant material (WR1.04P)
- revise drafts to ensure that ideas are adequately developed with supporting details and to achieve clarity and unity (WR4.01B)
- make constructive suggestions to peers, using prompts, checklists, open-ended statements, and questions (WR4.03P)
- edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation (WR5.04B)

Planning Notes
- The teacher will prompt the students through oral questioning as they fill in the graphic organizer.
- It should be noted that the glossary created in Activity 2 should be integrated with the reading, recording and writing process.
- The class may study the same novel or several novel titles may be usEd. Whether one novel or several are employed, the same strategies apply.

Teaching/Learning Strategies
How to use the organizer:

- The teacher will instruct students to analyze character and plot development by using an organizer: "Charting Descriptions and Predictions." This chart helps students to speculate on and predict the novel's outcome.
- Within the organizer students will chart information related to the changes in characters and plot and will find and record quotations and examples to support their assertions.
- The teacher will read the first chapter in the novel(s) to the students.
- The teacher will prompt students with lead-in questions to begin the filling in of the graphic organizer e.g., the teacher will ask:
  - Who do you consider to be the novel's character?
  - What change in fortune has befallen the novel's protagonist?
  - How does the protagonist react to his/her sudden change in fortune?
  - How do you think the protagonist will solve his/her latest challenge?
  - Who should the protagonist turn to for help?
- Students will continue to fill in the graphic organizer for the remainder of the reading of the novel.
- Although students may collaborate in the filling out of the organizer, it is required that each student have his/her own completed organizer.
- Students will draw from the organizer to answer one of the following questions in report form:
  - How has the hero changed on his/her journey from the beginning, middle, and end?
  - What are three things that the hero has learned about himself/herself?
  - What are three things that the hero has learned about society?
  - What are three changes that have occurred in the hero's relationship with others?
  - What are three sacrifices the hero has to make in his/her struggle? Is the struggle worth it?
  - What Christ-like characteristics does the hero have?

Assessment/Evaluation

- informal teacher observation (Checklist) (3a)

Collaborative Learning/Process:

- rubric to evaluate organizer/chart (3c, WR1.04P)
- self evaluation (**Appendix C**) (WRV.04B)
- peer editing (WRV.04B, WRV.05B, LGV.01P, WR5.04B)

Product:

- writing rubric to assess report on novel (**Appendix A**) (3c,LGV.01P)

Accommodations

Students may create an oral presentation or a Powerpoint presentation of their research instead of a written report.

Resources

- class novel(s), dictionaries, thesauri

Activity #4

Title: The Writer and Commentator

Time: 300 minutes (30 additional minutes in integrated language study)

Description
This activity is based on a reader response journal. As well, students will be asked to relate articles and news stories to the themes and issues raised in the novel. Students will integrate Church teachings on social justice into their analysis of themes and issues.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations
The graduate is expected to:
- illustrate a basic understanding of the saving story of our Christian faith (1a)
- develop attitudes and values founded on Catholic social teaching and act to promote social responsibility, human solidarity, and the common good (1d)
- listen actively and critically to understand and learn in light of gospel values (2a)
- present information and ideas clearly and honestly and with sensitivity to others (2c)
- recognize that there is more grace in our world than sin and that hope is essential in facing all challenges (3a)
- demonstrate a confident and positive sense of self and respect for the dignity and welfare of others (4a)
- work effectively as an interdependent team member (5a)

Strand(s): Literature Studies and Reading; Writing; Language; Media

Overall Expectations
At the end of Grade 9, students will:
- read and demonstrate an understanding of a variety of literary and informational texts (LIV.01P)
- use print and electronic sources to gather information and explore ideas for their written work (WRV.01P)
- revise their written work, collaboratively and independently, with a focus on support for ideas, accuracy, clarity, and unity (WRV.04B)
- edit and proofread to produce final drafts, using correct grammar, spelling and punctuation, according to the conventions of Standard Canadian English specified for this course, with the support of print and electronic resources when appropriate (WRV.05B)
- use knowledge of vocabulary and language conventions to speak, write, and read clearly and correctly (LGV.01P)
- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences (LGV.02B)

Specific Expectations
Students will:
- Select and read texts for a variety of purposes, with an emphasis on recognizing the elements of literary genres and the organization of informational materials, collecting and using information, extending personal knowledge, and responding imaginatively (LI1.02P)

Planning Notes

- This is a two part activity:
  a) In their journals, students will respond to themes and issues in the novel from a variety of perspectives and roles. Students will share their responses with classmates.
  b) Students will research and collect from a variety of sources, articles that reflect the novel's themes and issues.
- This activity requires that students respond in writing from a variety of perspectives and roles.
- Students will examine Scripture and Church teachings as they apply to themes and issues presented in the novel.

Teaching/Learning Strategies

Part One:

- The teacher will review the various types of journal writing.
- The students will write a variety of responses to one or several of the following assignments:
  - Compare yourself to a character in the story.
  - Compare a current event to one that is similar to the situation in the novel.
  - Write in character or write a letter to a character.
  - Write a new ending to the chapter.
- Students will discuss how to respond respectfully and constructively to the work of others.
- Paired students will comment constructively on each others' responses.
- Students will edit, polish and submit one journal response each.

Part Two:

- Students will collect articles, pictures, video clips and personal anecdotes that reflect social justice issues in the novel.
- Students will select two or three artifacts from their collection, and in a presentation, explain how these relate to the novel.
- Students will continue to create an updated glossary of literary terms and new vocabulary.

Assessment/Evaluation

- informal teacher observation (Checklist) (1a, 2a, 4a)

Collaborative Learning/Process:

- peer assessment checklist (5a, LGV.02B)
- journal response checklist
- teacher anecdotal notes
- peer editing (WRV.05B)

Product:

- language and grammar rubric
- knowledge/content quiz
- polished response journal evaluation (**Appendix A**) (1d, 3a, WRV.04B, LGV.01P, LI1.02P)
- presentation rubric (**Appendix B**) (2c, LIV.01P, WRV.01P, LGV.01P, LGV.02B, LI1.02P)

Accommodations

Students may choose to tape-record their responses.

Resources

- novel(s), newspapers, magazines, Grade 9 Religion Text, Bible, Missals, newscasts, Internet, photographs and illustrations

Activity #5

Title: See It, Connect It, Write It: Critical Viewing and Application

Time: 330 minutes (60 additional minutes in integrated language study)

Description
This activity focuses on students' making a connection between the written text and film representations of the same story or theme.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations
The graduate is expected to:
- use and integrate the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life (2e)
- work effectively as an interdependent team member (5a)

Strand(s): Literature Studies and Reading; Writing; Language; Media

Overall Expectations
At the end of Grade 9, students will:
- identify the literary and informational forms suited to specific purposes and audiences and use the forms appropriately in their own writing, with an emphasis on communicating information accurately (WRV.0P2)
- use a variety of forms of writing to express themselves, clarify their ideas, and engage the audience's attention, imagination, and interest (WRV.03P)
- revise their written work, collaboratively and independently, with a focus on support for ideas, accuracy, clarity, and unity (WRV.04B)
- edit and proofread to produce final drafts, using correct grammar, spelling and punctuation, according to conventions of Standard Canadian English specified for this course, with the support of print and electronic resources when appropriate (WRV.05B)
- use knowledge of vocabulary and language conventions to speak, write, and read clearly and correctly (LGV.01P)
- identify and describe the elements, intended audiences, and production practices of a variety of media forms (MDV.02P)

Specific Expectations
Students will:
- provide documentation showing their use of the writing process (WR5.03P)
- edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation (WR5.04B)
- identify and use parts of speech correctly: nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections (WR5.05P)
- identify and correct sentence fragments, run-on sentences, and comma splices (WR5.07B)
- recognize, describe, and use correctly, in oral and written language, the language structures of Standard Canadian English and its conventions of grammar and usage (LG1.05P)
- recognize, describe, and use correctly, in oral and written language, the conventions of Standard Canadian English for spelling, capitalization, and punctuation (LG1.07B)

- demonstrate critical thinking skills by identifying the differences between explicit and implicit messages in media works (MD1.01B)
- identify and describe the elements used to structure media works in a variety of forms (MD1.02P)

Planning Notes
- In this activity, the class will compare film to the novel.
- As an extension to this activity students may choose one of the following three options:
  Storyboard a scene.
  Storyboard a preview (trailer) for the novel.
  Create a film script and shoot a scene.

Teaching/Learning Strategies
- The teacher will introduce key terms used in the study of film.
- Students will add these terms to their glossaries (see Unit 2, Activity 2).
- Students will critically view and discuss the film.
- The teacher will provide students with focus questions such as:
  What scenes were excluded from the film?
  What was added?
  What is the overall effect of the changes?
- The teacher will provide the students with a graphic organizer to delineate the differences and similarities in structure between the novel and the film.
- Students will write a report on the differences and similarities between the written text and the film.

Assessment/Evaluation
- informal teacher observation

Collaborative Learning/Process:
- Script/storyboard rubric (if storyboard option is chosen)
- Checklist for graphic organizer (2e, LGV.01P, MDV.02P, MD1.01B, MD1.02P)
- Peer and self assessment checklist (5a, WRV.04B, WRV.05B, WR5.03P)

Product:
- writing rubric (**Appendix A**) (WRV.02P, WRV.03P, LGV.01P, MDV.02P, WR5.04B, WR5.05P, WR5.07B, LG1.05P, LG1.07B, MD1.01B)
- teacher anecdotal notes

Accommodations
This activity uses a variety of strategies that accommodate many learning styles. The teacher needs to be mindful to adapt the activity so that it best meets the needs of the identified student.

Resources
- novel, TV/VCR, video camera, Powerpoint software, film

Unit 3: Poetry

Time: 10 hours, plus 2 hours for skill development (Unit 6)

Unit Description

Poetry calls upon the students to observe and reflect on the mystery and the spiritual essence of the world. Activities such as personal writing and collaborative learning demonstrate the students' understanding of poetic forms and their growing awareness of their personal relationship with God, with others, with nature, and indeed with the world around them.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: 1g, 2a, 4a, 4b, 5a, 7j.
Strand(s): Literature Studies and Reading, Language, Writing
Overall Expectations: LIV.01D, .03B; WRV.02D; LGV.01D, .02B.
Specific Expectations: LI1.01D, .03B, .06-.07D; WR3.01D; LG1.04B, .05D, .06-.07B; LG2.05D.

Activity Titles (Time and Sequence)

Activity 1	Learning the Tools of the Trade: A Dictionary of Poetic Terms and Devices	60 minutes
Activity 2	Poetry Comes Alive: Reading and Exploration	180 minutes
Activity 3	The Sound of Poetry	60 minutes
Activity 4	The Shape of Poetry	60 minutes
Activity 5	It Takes Two to Make a Poem: The Poet and the Reader	120 minutes
Activity 6	The Power of My Pen: Creation of Personal Poetry	120 minutes

Unit Planning Notes

- The anthology of poems with personal responses (Activity 5) should be a summative assignment, as students should be drawing on the knowledge and skills they have acquired via their class study of poetry.
- The perspective from which teachers and their students explore the poetic form should be done cognizant of their sensitivity to God's hand in the universe.

Teaching/Learning Strategies

- Reflect via response journals.
- Contribute to small and large group discussions.
- Engage in choral readings.
- Formulate written responses based on the study of poetic devices and forms.
- Participate in class readings of poetry, song and Psalms.
- Dramatize poetry via tableau, mime, and dramatizations.

Assessment/Evaluation

Formative Assessment

- informal and formal teacher observation
- response journals
- choral reading via a checklist
- analysis questions

Summative Evaluation

- anthology of student selected poems with personal responses
- collection of personal poetry

Resources

a poetry anthology, e.g., *Poetry in Focus, Prism of Poetry, Departures*

a dictionary of poetic terms

the Psalms

Activity 1: Learning the Tools of the Trade: A Dictionary of Poetic Terms and Devices

Time: 60 minutes

Description

In this activity students become familiar with introductory poetic devices which help them in their study of poems. Students appreciate the evocative power of language to reflect who they are and the ability of words to help them become both reflective and creative thinkers.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

5a - work effectively as an interdependent team member;

7j - contribute to the common good.

Strand(s): Literature Studies and Reading, Writing, Language

Overall Expectations:

LIV.03B - identify and explain the effect of specific elements of style in a variety of literary and informational texts.

Specific Expectations:

LI1.06B - use specific references from a text to support opinions and judgments.

Planning Notes

- Have a number of texts available with a variety of literary terms.
- While this activity is used to introduce students to relevant poetic devices, the dictionary students develop should be employed throughout this unit.
- Students are responsible for knowing the following poetic terms: simile, metaphor, personification, onomatopoeia, imagery, oxymoron, alliteration, diction, rhyme, rhythm, cacophony, assonance, euphony, figurative language, and symbol.
- Notify students that there is a summative assignment (Activity 5) where they are invited to select favourite poems to inspire a personal response. Students are to be mindful of this fact as they are introduced to the various poems in this unit.

Prior Knowledge Required

- proper use of a dictionary and/or glossary
- the difference between prose and poetry

Teaching/Learning Strategies

- The teacher elicits initial student reaction to the study of poetry using the following focus questions: What is the difference between how you read a novel and a poem? What feelings come to mind when you think of poetry?
- The teacher distributes a sheet with the key poetic terms that aid students in their study of poetry for this unit.
- Students write a poem about an assigned topic, such as their locker, that employs three of the devices they feel they recognize from the sheet. Students should be encouraged to share their creations and identify the devices they intend to use.
- Students form groups of four and research the formal definitions for all of the terms found on their sheet, thus creating their own personal *Dictionary of Poetic Terms*. For each definition they supply, students provide one example of the identified term being employed.
- The teacher facilitates a discussion to take up their terms and share examples.

Assessment/Evaluation

Formative Assessment:

- Roving conferences
- Informal teacher observation of the group process

Summative Assessment:

- Poetry collections for incorporation of poetic devices in their poetry (Activity 6)
- Poetry anthologies for ability to identify poetic devices in their personal responses (Activity 5)

Accommodations

- A scribe as required (a peer from the group using NCR paper)
- Teachers should ensure heterogeneous groupings

Resources

Dictionary of literary terms, such as:

- *Inside Poetry*. HBJ.
- *A Glossary of Literary Terms*. Abrams.
- *A Dictionary of Literary Terms*. Holman.
- *Prism of Poetry*. Prentice-Hall.

Oxford Dictionary of English.

Activity 2: Poetry Comes Alive: Reading and Exploration

Time: 180 minutes

Description

In this activity students are introduced to a variety of poetic forms, e.g., the ballad, the lyric, the sonnet, and the narrative. A variety of poets are also explored. An emphasis on Canadian poets is recommended, e.g., Alden Nowlan, Margaret Atwood, Raymond Souster, Gwendolyn McEwen, E. J. Pratt, Earl Birney, Elizabeth Brewster, Michael Ondaatje, and Susan Musgrave. Other favourites include Robert Frost, William Shakespeare, William Wordsworth, Elinor Wiley, Emily Dickenson, and Christina Rossetti. In exploring the thematic concerns of the poems, students are encouraged to see God's hand at work in both the creation of the universe and in the eternal cycle of human relationships.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

1g - understand that one's purpose or **call in life** comes from God and strive to discern and live out this call throughout life's journey;

2a - listen actively and critically to understand and learn in light of gospel values;

4a - demonstrate a confident and positive sense of self and respect for the dignity and welfare of others;

4b - demonstrate flexibility and adaptability;

5a - work effectively as an interdependent team member;

7j - contribute to the common good.

Strand(s): Literature Studies and Reading, Language, Writing

Overall Expectations:

LIV.01D - read and demonstrate an understanding of a variety of literary and informational texts, from contemporary and historical periods;

LIV.03B - identify and explain the effect of specific elements of style in a variety of literary and informational texts;

WRV.02D - identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on supporting opinions or interpretations with specific information;

LGV.01D - use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience;

LGV.02B - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences.

Specific Expectations:

LI1.01D - describe information, ideas, opinions, and themes in print and electronic texts they have read during the year from different cultures and historical periods and in a variety of genres, including novels, short stories, plays, poems, biographies, short essays, articles from newspapers magazines, and encyclopedias;

LI1.03B - describe a variety of reading strategies and select and use them effectively before, during, and after reading to understand text;

LI1.06B - use specific references from a text to support opinions and judgments;

LI1.07D - explain how readers' different backgrounds might influence the way they understand and interpret a text;

WR3.01D - use a unifying image, mood, or voice to structure descriptive paragraphs or poems;

LG1.04B - select words and phrases appropriate to informal and formal styles, to suit the purpose and intended audience of oral and written work;

LG1.05D - recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage;

LG1.06B - recognize, describe, and correct sentence errors in oral and written language;

LG1.07B - recognize, describe, and use correctly, in oral and written language, the conventions of standard Canadian English for spelling, capitalization, and punctuation.

Planning Notes

- The teacher uses a combination of teaching strategies to invite students to explore poems.
- Students use the dictionaries developed in Activity 1 to guide them through their study of this activity.

- Students are encouraged to bring in their favourite poem to share with their classmates, either in a small group or as part of a large group discussion. This poem could later be included in their personal poetry anthology (see Activity 5).
- The teacher is to be sensitive to the community in which he/she is delivering the curriculum. Poems should be selected to reflect the cultural diversity and needs of the students in the community and to highlight the power of poetry to enhance the students' spiritual journey.

Teaching/Learning Strategies

- Lead students through the explication of their first poem. Attention should be given to highlighting poetic devices that have been employed and the various levels on which a poem can be read, i.e., literal versus figurative meaning.
- Students should be encouraged to bring in their favourite poem to share with their classmates, either in a small or large group discussion. This is the culminating activity on the first day.
- The teacher introduces the different styles of poetry to be studied, i.e., the ballad, the lyric, the sonnet, and the narrative. The teacher should introduce two styles of poetry each day, i.e., the ballad and narrative on one day, the sonnet and the lyric on the second day.
- Students are assigned poems representing the styles of poetry under study. On the day the ballad and the narrative are studied, divide students into groups of four, with each group explicating one ballad or one narrative. Each group then presents their explication to the whole class. The next day the process is repeated for the lyric and the sonnet. By the end of the two classes (120 minutes), each group has presented two poems to the class.
- The teacher assigns response journals as he/she deems appropriate. The use of response journals is excellent "practice" for Activity 5.

Assessment/Evaluation

Formative Assessment:

- Informal teacher observation of collaboration and co-operation
- A checklist for assessing the group process (see Appendix 1.1)

Accommodations

- Heterogeneous groups

Resources

SightLines 9. Prentice-Hall.

ResourceLines 9/10. Prentice-Hall.

Poetry in Focus. Globe Modern Curriculum Press.

Prism of Poetry. Prentice-Hall.

Departures. Nelson.

Inside Poetry. HBJ.

Tracing One Warm Line. Breakwater Books.

Activity 3: The Sound of Poetry

Time: 60 minutes

Description

In this activity the teacher reviews sound devices as they contribute to the overall understanding and dramatic presentation of the poem. The teacher uses this activity as an opportunity to bring in a selection of music, highlighting for students how poetry can form the lyrics of a song and can be further reinforced by the addition of a melody. Students are then invited to create their own dramatic reading of a selected poem.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

4a - demonstrate a confident and positive sense of self and respect for the dignity and welfare of others;

4b - demonstrate flexibility and adaptability;

5a - work effectively as an interdependent team member;

7j - contribute to the common good.

Strand(s): Literature Studies and Reading, Language, Media

Overall Expectations:

L1V.01D - read and demonstrate an understanding of a variety of literary and informational texts from contemporary and historical periods;

L1V.03B - identify and explain the effect of specific elements of style in a variety of literary and informational texts;

LGV.01D - use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience;

LGV.02B - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences;

MDV.02D - use knowledge of a variety of media forms, purposes, and audiences to create media works and describe their intended effect.

Specific Expectations:

LI1.03B - describe a variety of reading strategies and select and use them effectively before, during, and after reading to understand texts;

LG1.04B - select words and phrases appropriate to informal and formal styles, to suit the purpose and intended audience of oral and written work;

MD1.02D - identify how elements of media forms are used in a variety of media works and explain the effects of different treatments;

MD2.01D - adapt a work of literature to another media form and determine what aspects have been strengthened and/or weakened by the adaptation.

Planning Notes

- Review the following sound devices for students: alliteration, assonance, cacophony, euphony, onomatopoeia, rhyme, and rhythm.

- Bring in a selection of music. Possibilities include either a contemporary artist, i.e., Harry Chapin, Bruce Springsteen, Sarah McLachlan, Bare Naked Ladies, Lyle Lovett, Jan Arden, Loreena McKinnitt, Paul Simon, Kate Bush, Chris DeBurgh, Don McLean, and Billy Joel; and/or a hymn, either traditional or contemporary, e.g., the Gregorian chants, *On Eagle's Wings, Be Not Afraid, One Bread, One Body, Amazing Grace, Morning has Broken,* which highlights for students the beauty of poetry when lyrics are combined with a melody. Another possibility is presenting a Psalm that has been turned into a hymn, e.g., Psalms 18 and 23.
- When inviting students to do their own dramatic reading, teachers give attention to selecting poems that lend themselves to an effective exploration of the musical aspects of poetry, e.g., *The Highwayman, The Raven, Richard Cory, The Cremation of Sam McGee, Break, Break, Break,* and excerpts from *The Rime of the Ancient Mariner.*
- As well, when preparing their dramatic readings, encourage students to explore the use of tableaux, mime, and/or choral reading in their dramatization.

Prior Knowledge Required

- an introductory understanding of sound devices (see Activity 1)

Teaching/Learning Strategies

- Review sound devices introduced in Activity 1.
- Play a selection of music. Teacher and students read the lyrics first and then play the song, highlighting the effect of adding a melody to the lyrics. Students explore the intimate connection of poetry and song.
- Students form groups of four.
- Distribute a new poem to each group and the teacher.
- Students prepare a dramatic reading of the poem for the class and highlight the sound devices they felt were employed by the poet, as well as a small discussion of their understanding of the poem's content.

Assessment/Evaluation

Formative Assessment:

- Informal teacher observation of collaboration, co-operation, and focus

Summative Assessment:

- Dramatic reading of the poem via a checklist (see Appendix 3.1)

Accommodations

- Sound effects can be contributed by students with communication exceptionalities.

Resources

- See Planning Notes for suggestions of recommended musical artists, hymns, and poems.
- See previous activity for recommended texts.

Activity 4: The Shape of Poetry

Time: 60 minutes

Description

In this activity students explore the visual nature of poetry and how the structure can be used to complement the content.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

4a - demonstrate a confident and positive sense of self and respect for the dignity and welfare of others;

7j - contribute to the common good.

Strand(s): Literature Studies and Reading, Writing, Language

Overall Expectations:

L1V.01D - read and demonstrate an understanding of a variety of literary and informational texts, from contemporary and historical periods;

L1V.03B - identify and explain the effect of specific elements of style in a variety of literary and informational texts;

WRV.02D - identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on supporting opinions or interpretations with specific information;

LGV.01D - use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience.

Specific Expectations:

LI1.01D - describe information, ideas, opinions, and themes in print and electronic texts they have read during the year from different cultures and historical periods and in a variety of genres, including novels, short stories, plays, poems, biographies, short essays, articles from newspapers, magazines, and encyclopedias;

LI1.03B - describe a variety of reading strategies and select and use them effectively before, during, and after reading to understand texts;

WR3.01D - use a unifying image, mood, or voice to structure descriptive paragraphs or poems;

LG1.04B - select words and phrases appropriate to informal and formal styles, to suit the purpose and intended audience of oral and written work.

Planning Notes

- In this activity the forms of poetry that a teacher could introduce include the haiku, the cinquain, the limerick, the diamante, the concrete poem, the tanka and found poetry.
- In an activity of this limited time length, the teacher chooses judiciously from the above list as to which forms he/she would most like to explore with the class.
- This activity emphasizes an examination of both the physical shape of poetry, as well as formulaic poetry.
- The poems students create in this activity could be entered into students' personal poetry collection, (Activity 6).

Teaching/Learning Strategies

- The teacher introduces two to four styles of formulaic poetry via a teacher-directed lesson.
- The teacher emphasizes the conventions of the poetic form using examples to highlight the structure.
- Students create their own formula/shape poems. Chart paper or blackboards should be made available to students, so that they can share their creations with the whole class.
- Provide prompts to help students in the creation of their poems.

Assessment/Evaluation

Summative Evaluation:

- Poems may be submitted in their personal poetry collections (Activity 6).

Accommodations

- A peer scribe can take notes on the conventions of the poems presented
- A peer to assist students in the composition or revision of their poetry

Resources

ResourceLines 9/10. Prentice-Hall.

Prism of Poetry. Prentice-Hall.

Poetry in Focus. Globe Modern Curriculum Press.

Departures. Nelson.

Activity 5: It Takes Two to Make a Poem: the Poet and the Reader

Time: 120 minutes

Description

In this activity students are given an opportunity to "dialogue" with poetry. They select a number of poems with which they feel a strong personal connection and write a personal response to each. They draw upon not only personal thoughts and feelings, but also the devices and conventions to which they have been introduced in this unit.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

1g - understand that one's purpose or **call in life** comes from God and strive to discern and live out this call throughout life's journey;
4b - demonstrate flexibility and adaptability;
7j - contribute to the common good.

Strand(s): Literature Studies and Reading, Writing, Language, Media

Overall Expectations

L1V.01D - read and demonstrate an understanding of a variety of literary and informational texts, from contemporary and historical periods;
L1V.03B - identify and explain the effect of specific elements of style in a variety of literary and informational texts;
WRV.02D - identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on supporting opinions or interpretations with specific information;

LGV.01D - use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience;
MDV.01D - use knowledge of the elements, intended audiences, and production practices of a variety of media forms to analyze specific media works.

Specific Expectations

LI1.01D - describe information, ideas, opinions, and themes in print and electronic texts they have read during the year from different cultures and historical periods and in a variety of genres, including novels, short stories, plays, poems, biographies, short essays, articles from newspapers, magazines, and encyclopedias;
LI1.03B - describe a variety of reading strategies and select and use them effectively before, during, and after reading to understand texts;
LI1.06B - use specific references from a text to support opinions and judgments;
LI1.07D - explain how readers' different backgrounds might influence the way they understand and interpret a text;
WR3.05D - structure expository paragraphs using a topic sentence, supporting sentences to develop the topic, connecting words to link the sentences, and a concluding sentence;
LG1.04B - select words and phrases appropriate to informal and formal styles, to suit the purpose and intended audience of oral and written work;
LG1.05D - recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage;
LG1.06B - recognize, describe, and correct sentence errors in oral and written language;
LG1.07B - recognize, describe, and use correctly, in oral and written language, the conventions of standard Canadian English for spelling, capitalization, and punctuation;
MD1.02D - identify how elements of media forms are used in a variety of media works and explain the effects of different treatments;
MD1.03D - compare and explain their own and their peers' reactions to a variety of media works.

Planning Notes

- Students may look at sources other than the class text to find poetry which resonates with them. Possibilities include other anthologies, CDs or tapes, and the Internet.
- This activity could be assigned in conjunction with Activity 6 (see Appendix 3.2 for a sample of how this assignment could be structured).
- Students begin this activity in class, but the expectation is that students complete the assignment on their own time and submit their final product approximately one week later.
- The anthology could be submitted, as a sample, to students' writing portfolios (see Unit 6, Activity 2).

Prior Knowledge Required

- knowledge of poetic terms and devices as outlined in Activity 1 and 3 of this unit

Teaching/Learning Strategies

- The teacher introduces the concept of personal response to poetry using a teacher or student model. Concepts to be highlighted include a close and careful reading of the text. While a poet may be inviting certain readings, other readings may be excluded by the deliberate choice of language and structure.
- The teacher distributes the assignment and outlines the expectations (see Appendix 3.2).

- Students select a number of poems, approximately five, which they feel resonate with them. For each poem selected they write a personal response. Reponses should include not only personal reasons for the appeal of the poem, but also a discussion of the poem's themes and stylistic devices which contribute to its overall effect.
- Students use some class time to read, conference about, and edit their peers' responses.

Assessment/Evaluation

Formative Assessment:

- Roving conferences regarding responses and comprehension of concepts

Summative Assessment:

- Holistic evaluation, supported by anecdotal feedback

Accommodation

- An audio-taped response
- Reduce the number of responses required

Resources

Poetry anthologies (See previous activities.)

CDs, tapes

Internet sites

Activity 6: The Power of My Pen: Creation of Personal Poetry

Time: 120 minutes

Description

Students are now ready to write their own poetry. This activity is closely connected with the previous one and may be submitted together with their response anthologies. Students draw upon the skills and poetic devices to which they have been exposed throughout this unit. They also have an opportunity to experience the power of their own imagination and inner voice, as well as the power they possess with their own pens.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

1g - understand that one's purpose or **call in life** comes from God and strive to discern and live out this call throughout life's journey;

2c - present information and ideas clearly and honestly and with sensitivity to others.

Strand(s): Writing, Language

Overall Expectations:

WRV.02D - identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on supporting opinions or interpretations with specific information;

LGV.01D - use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience.

Specific Expectations:

WR3.01D - use a unifying image, mood, or voice to structure descriptive paragraphs or poems;

LG1.04B - select words and phrases appropriate to informal and formal styles, to suit the purpose and intended audience of oral and written work;

LG1.05D - recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage;
LG1.07B - recognize, describe, and use correctly, in oral and written language, the conventions of standard Canadian English for spelling, capitalization, and punctuation.

Planning Notes

- This activity could be assigned in conjunction with Activity 5 (see Appendix 3.2 for a sample of how this assignment could be structured).
- The time assigned for this activity could be used either to commence their personal poetry writing or as an opportunity to share their work with their peers.
- Teachers may use their discretion as to the number and types of poems to be included.
- Students are encouraged to make their poetry aesthetically pleasing, but teachers should caution students regarding appropriate use of media/artistic images.
- This activity might provide teachers with an opportunity to conference/team-teach with an art teacher.
- Encourage students to access the Internet as a source for artwork to complement their own poetry, with again a caution towards judicious use of appropriate images.
- Any poetry they have written throughout this unit may be included in their collection.
- Finally, the poetry collection itself could be included as a sample in the writing portfolio (see Unit 6, Activity 2).

Prior Knowledge Required

- poetic devices previously introduced

Teaching/Learning Strategies

- The teacher outlines the expectations of this assignment.
- The teacher provides students with some prompts or brainstorming opportunities to begin their poetic process, e.g., photographs from magazines, paintings, providing an opening line, asking students to translate a story they have read into poetry.
- The teacher uses discretion as to the number and type of poems required for this activity.
- Students should be encouraged to incorporate the use of poetic technique and devices in their work.
- Students use class time to initiate their writing, but the majority of their work for this assignment should be completed on their own time.
- The teacher provides an opportunity for students to conference about and/or share their work with their peers.

Assessment/Evaluation

Formative Assessment:

- Roving conferences

Summative Assessment:

- Holistic grade supported by anecdotal feedback

Accommodations

- Reduction of the number or type of poems required
- A scribe as required

Resources

The web

Prism of Poetry. Prentice-Hall.

Poetry in Focus. Globe Modern Curriculum Press.

Departures. Nelson.

SightLines. Prentice-Hall.

Crossroads. Gage.

Unit 4: Drama

Time: 15 hours, plus 2 hours for skills development (Unit 6)

Unit Description

Students read, discuss, and critically analyse dramatic texts in light of Jesus' teaching and life of service. They work collaboratively to demonstrate the skills of reflection, meaningful communication, and Christian leadership as they explore the identified play(s).

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: 1a, 3a, 3b, 4a, 4b, 4f, 5c, 5e, 5f.
Strand(s): Literature Studies and Reading; Writing; Language
Overall Expectations: LIV.01-02D, 03B; WRV.02D; LGV.01D, 02B; MDV.02D.
Specific Expectations: LI1.01D, 06B, 08D; LI2.01D; LI3.02D; LG1.02B, 05D, 06-07B; LG2.02-6D; MD2.01D.

Activity Titles (Time and Sequence)

Activity 1	Discovering the Play: Reading and Explication of the Text	420 minutes
Activity 2	Responding to the Playwright: Journals	90 minutes, interspersed
Activity 3	Playing with Words: The Effectiveness of Language	90 minutes
Activity 4	Staging the Play: Student Dramatizations	300 minutes
Activity 5	Making the Point: The Art of Persuasive Writing	120 minutes

Unit Planning Notes

- The time required for students to complete all of the steps in the writing process connected to the instruction of the persuasive writing piece should be taken from the time allowed in Unit 6.
- The staging assignment should be done as students explore the text with the teacher.
- Selection of a text should once again be done mindful of students' backgrounds and interests.
- Plays that highlight universal themes afford teachers the opportunity to explore the dynamic struggle between sin and grace, despair and hope.

Teaching/Learning Strategies

- Reflect in written form on the literature.
- Evaluate self and peer's contribution.
- Examine and interpret the text.
- Participate in daily discussion in small and large group settings.
- Devise and establish a blocking plan for a scene.
- Produce and perform dramatizations.
- Synthesize concepts in a persuasive writing piece.
- Investigate and examine the aesthetics of poetic language.

Assessment/Evaluation

Formative Evaluation

- reader response journals
- informal and formal teacher observation
- process/rehearsal participation rubrics
- analysis questions
- completion of steps in writing of persuasive writing piece
- act or scene quiz(zes)

Summative Evaluation

- student performance of scene
- persuasive writing piece
- unit test which addresses the four areas of achievement

Resources

a drama text e.g., *Romeo and Juliet*, *Merchant of Venice*, *A Midsummer Night's Dream*, *Julius Caesar*, Shakespeare; *Skin* and/or *Liars*, Dennis Foon; *Our Town*, Thornton Wilder

video and audio cassettes

secondary sources on Shakespeare and his times

Activity 1: Discovering the Play: Reading and Explication of the Text

Time: 420 minutes

Description

This activity encompasses the majority of the work to be done for the unit. Students are introduced to the study of drama by identifying, analysing and interpreting the elements of dramatic structure, character and characterization, setting, theme, and the stylistic features of drama, including movement and voice. Through a discussion of themes and issues revealed through the text, students explore the importance of the social, cultural, and political context in which the work was created. The play is read during class time and subsequent activities provide students with opportunities to bring the drama alive, both through impromptu dramatizations and prepared scene work.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

3a - recognize there is more grace in our world than sin and that hope is essential in facing all challenges;

4a - demonstrate a confident and positive sense of self and respect for the dignity and welfare of others;

4b - demonstrate flexibility and adaptability;

5e - respect the rights, responsibilities, and contributions of self and others.

Strand(s): Literature Studies and Reading, Writing, Language, Media

Overall Expectations:

L1V.01D - read and demonstrate an understanding of a variety of literary and informational texts, from contemporary and historical periods;

L1V.02D - demonstrate an understanding of the elements of a variety of literary and informational forms, with a focus on plays, short stories, and short essays;

L1V.03B - identify and explain the effect of specific elements of style in a variety of literary and informational texts;
WRV.02D - identify the literary and informational forms suited to various purposes and audiences and use forms appropriately in their own writing, with an emphasis on supporting opinions or interpretations with specific information;
LGV.01D - use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience;
LGV.02B - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences;
MDV.02D - use knowledge of a variety of media forms, purposes, and audiences to create media works and describe their intended effect.

Specific Expectations:

LI1.01D - describe information, ideas, opinions, and themes in print and electronic texts they have read during the year from different cultures and historical periods and in a variety of genres, including novels, short stories, plays, poems, biographies, short essays, articles from newspapers, magazines, and encyclopedias;
LI1.06B - use specific references from a text to support opinions and judgments;
LI1.08D - explain how the background of the author might influence the information and ideas in a text;
L12.01D - use knowledge of elements of drama, such as plot and sub-plot, character portrayal, conflict, dramatic structure, dramatic purpose, dramatic irony, dialogue, and stage directions, to understand and interpret examples of the genre;
LI3.02D - explain how authors use stylistic devices, such as simile, metaphor, personification, imagery, foreshadowing, onomatopoeia, oxymoron, alliteration, and symbol, to achieve particular effects in their writing;
WRV.02D - identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on supporting opinions or interpretations with specific information;
WR3.04D - use key words from questions or prompts to organize ideas, information, and evidence in homework answers;
WR3.05D - structure expository paragraphs using a topic sentence, supporting sentences to develop the topic, connecting words to link the sentences, and a concluding sentence;
LG1.02B - identify and explain examples of slang, jargon, dialect, colloquialism, as well as of standard Canadian English, in literary texts and their own oral and written work;
LG1.05D - recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage;
LG2.02D - communicate in group discussions by sharing the duties of the group, speaking in turn, listening actively, taking notes, paraphrasing key points made by others, exchanging and challenging ideas and information, asking appropriate questions, reconsidering their own ideas and opinions, managing conflict, and respecting the opinions of others;
MD1.02D - identify how elements of media forms are used in a variety of media works and explain the effects of different treatments;
MD1.03D - compare and explain their own and their peers' reactions to a variety of media works.

Planning Notes

- While this activity provides an opportunity for the teacher and students to explore and deconstruct the text, teachers should note that Activities 2, 3, 4, and 5 can all be interspersed throughout the implementation of Activity 1.
- Teachers have the option to select either a contemporary or classic text as a play for study. Selections should be made mindful of the community in which the curriculum is delivered.
- The text should be read primarily in class, although some scenes may be assigned for homework reading.
- Teachers should employ a variety of different strategies and tools to facilitate a reading of the text, (e.g., audio-tapes, video-tapes, impromptu dramatizations).
- Teachers who opt to teach *The Merchant of Venice* may wish to link their discussions of stereotype and bias issues to the activities on these topics in Unit 5.

Teaching/Learning Strategies

- The teacher begins with an ice-breaker discussion dealing with either some or all of the following: issues/themes of the play, the context (i.e., time and place) of the play, or a brief biography of the playwright.
- Review the cast of characters to allow students an access point to the text.
- Introduce students to the basic literary terms unique to the study of drama, (i.e., dramatic structure, dialogue, soliloquy, blocking, script, stage directions, aside, dramatic irony, monologue, tragedy and comedy). This might be done early in the unit or interspersed throughout their study of the play.
- Students write response journals as assigned. (See Activity 2)
- Students complete comprehension and analysis questions as assigned, both in class and for homework. Issues to be covered include character development, importance of setting and atmosphere, conflict(s), staging, thematic concerns, plot development, crisis and climax, foreshadowing, the creation of suspense, an exploration of how humour is employed, the use of dramatic irony, and the protagonist versus the antagonist.
- Students look at key scenes and discuss in a small group how they would stage the scenes. Approaches might include creating a blocking diagram/stage set-up, creating an impromptu dramatization, with an emphasis on movement and blocking.
- Conduct some lessons via a socratic teacher-directed approach and others via small group discussion.

Assessment/Evaluation

Formative Assessment:

- Reader response journals for completion and insightfulness
- Homework questions for completion
- Act or scene quiz(zes)
- Informal teacher observation of small group discussions for co-operation and ability to stay on task

Summative Assessment:

- Questions of a summative nature on the unit test

Accommodations

- A scribe as required (a peer, peer tutor, or educational assistant)
- A peer to read the play aloud or an audiotape of the play
- A simplified or abridged version of the play
- Reduction in the amount of content and/or number of questions for which a student is responsible

Resources

A drama text e.g., *Romeo and Juliet; The Merchant of Venice; A Midsummer Night's Dream; Julius Caesar*; Shakespeare; *Skin* and/or *Liars*, Dennis Foon; *Our Town*, Thornton Wilder; *The Effect of Gamma Rays on Man in-the-Moon Marigolds; The Diary of Anne Frank; Dracula.*

Shakespeare Made Easy. Copp Clark.

Dramathemes: A Practical Guide for Teaching Drama. Swartz

http://www.db.dk/bib/as/globe_eng.htm
Shakespeare's Globe – theatre background

www.jet.link.net/~massij/shakes/
Shakespearean classroom

http://daphne.palomar.edu/shakespeare/
Mr. William Shakespeare and the Internet

Video and audio cassettes

Secondary sources on Shakespeare and his times

Activity 2: Responding to the Playwright: Journals

Time: 90 minutes, interspersed

Description

The response journal continues to be a vehicle for student personal dialogue with the text. Students are encouraged to share feelings, thoughts, questions, and observations regarding the text's themes or issues. Personal responses provide an ideal opportunity to explore the connection between the character's journey and the students' own spiritual journey. Response journals are employed throughout the reading of the play.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

1a - illustrate a basic understanding of the **saving story** of our Christian faith;
3b - participate in the **sacramental life** of the church and demonstrate an understanding of the centrality of the Eucharist to our Catholic story;
4a - demonstrate a confident and positive sense of self and respect for the dignity and welfare of others;
4f - apply effective communication, decision-making, problem-solving, time and resource management skills;
5e - respect the rights, responsibilities, and contributions of self and others.

Strand(s): Literature Studies and Reading, Writing, Language, Media

Overall Expectations:

LIV.01D - read and demonstrate an understanding of a variety of literary and informational texts, from contemporary and historical periods;
WRV.02D - identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on supporting opinions or interpretations with specific information;
WRV.03D - use a variety of organizational techniques to present ideas and supporting details logically and coherently in written work;

LGV.01D - use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience;
MDV.01D - use knowledge of the elements, intended audiences, and production practices of a variety of media forms to analyze specific media works.

Specific Expectations:

LI1.01D - describe information, ideas, opinions, and themes in print and electronic texts they have read during the year from different cultures and historical periods and in a variety of genres, including novels, short stories, plays, poems, biographies, short essays, articles from newspapers, magazines, and encyclopedias;
LI1.03B - describe a variety of reading strategies and select and use them effectively before, during, and after reading to understand texts;
LI1.06B - use specific references from a text to support opinions and judgements;
LI1.07D - explain how readers' different backgrounds might influence the way they understand and interpret a text;
WR2.01D - demonstrate an understanding of literary and informational forms, such as myths, poems, short stories, scripts, advertisements, formal letters, reviews, and supported opinion essays, by selecting and using forms of writing appropriate to different purposes and audiences;
WR3.04D - use key words from questions or prompts to organize ideas, information, and evidence in homework answers;
LG1.05D - recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage;
LG1.07B - recognize, describe, and use correctly, in oral and written language, the conventions of standard Canadian English for spelling, capitalization, and punctuation;
MD1.01B - demonstrate critical thinking skills by identifying the differences between explicit and implicit messages in media works;
MD1.02D - identify how elements of media forms are used in a variety of media works and explain the effects of different treatments;
MD1.03D - compare and explain their own and their peers' reactions to a variety of media works.

Planning Notes

- The students' reflections in their journals are ongoing as they read the play.
- Teachers foster an atmosphere of collegial sharing of responses and ideas from students' journals.
- Teachers allow journal writing six to eight times during the course of this unit (approximately 15 – 20 minutes per journal entry).
- The response journal might also be used in this unit to capture students' successes, frustrations, thoughts, and feelings when they are working through the staging of a scene. As well, students might be called upon to reflect on how they felt once they had adopted a particular role.

Teaching/Learning Strategies

- Students reflect in written form on the literature.
- Provide sample prompt questions which might include:
  - What is your initial reaction to the play?
  - What visual images are called to mind?
  - Reflect on what happened in the play.
  - Tell me what you think and feel about an event and why.
  - When did you feel sympathy/compassion/anger/frustration with a particular character and why?
  - Does anything in the play we are reading remind you of something in your own life?
  - Has anything the main character said or done caused you to question your own code of values?

- Does anyone in the play act as a mentor to, or "moral compass" for, the main character?
- What scene would you like to see dramatized and why? Which scene do you think would be most challenging to stage?
- What alternative settings for this play would you suggest for a new staging?
- What feelings did you experience as you attempted to stage your scene?
- Once you adopted a particular role, did your feelings regarding the character change in any way? If so, how? If not, why not?
- What actors do you think would be effective casting choices for this play and why?
- After watching one, two, or three film versions of the play, what adds or detracts from your understanding of the play?
- What directorial choices do you feel were strong? Which were weak and why?

Assessment/Evaluation

Formative Assessment:

- Reader response journals for completion and thoroughness of reflection (see Appendix 2.1)

Accommodations

- Number and length of reflections may be reduced
- A scribe may be provided

Resources

"Reader Response Theory and the English Curriculum" in *The English Journal*, 1994, pp. 37-44, Robert E. Probst

Tompkins, Jane, ed. *Reader Response Criticism: From Formalism to Post-Structuralism.*

Activity 3: Playing with Words: The Effectiveness of Language

Time: 90 minutes, interspersed

Description

Students are challenged to explore the diction and nuances of language employed by playwrights to emphasize characterization and themes.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

1a - illustrate a basic understanding of the **saving story** of our Christian faith;
3a - recognize there is more grace in our world than sin and that hope is essential in facing all challenges;
4b - demonstrate flexibility and adaptability.

Strand(s): Literature Studies and Reading, Language, Media

Overall Expectations:

L1V. 02D - demonstrate an understanding of the elements of a variety of literary and informational forms, with a focus on plays, short stories, and short essays;
L1V.03B - identify and explain the effect of specific elements of style in a variety of literary and informational texts;
LGV.01D - use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience;

LGV.02B - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences;
MDV.01D - use knowledge of the elements, intended audiences, and production practices of a variety of media forms to analyze specific media works.

Specific Expectations:

LI3.02D - explain how authors use stylistic devices, such as simile, metaphor, personification, imagery, foreshadowing onomatopoeia, oxymoron, alliteration, and symbol, to achieve particular effects in their writing;
LI3.01D - explain how authors use diction and phrasing to achieve particular effects in their writing;
LG1.02B - identify and explain examples of slang, jargon, dialect, colloquialism, as well as of standard Canadian English, in literary texts and their own oral and written work;
MDI.03D - compare and explain their own and their peers' reactions to a variety of media works.

Planning Notes

- The amount of time spent on this activity may be determined by the play selected for this unit. A more contemporary play may not require as much time as a classic play, such as a Shakespearean one.
- This activity provides an ideal opportunity to continue the study of the etymology of words that was introduced in Unit 1.

Teaching/Learning Strategies

- The teacher models the explication of certain lines, phrases, and words to highlight for students how the use of certain diction and/or the nuances of the language can contribute to the overall effect and understanding of the scene.
- Students work in small groups to complete one or any combination of the following options:
  - Students examine the subtext, conscious of the fact that what is said and how it is said determines how a line is interpreted and its intended meaning. Students look at how a line is delivered, (i.e., how inflection and emphasis are employed). The teacher could hand out certain lines and invite students to deliver the line to indicate the context, e.g., "I'd like to thank you for everything", to a) a parent upon graduation from high school; b) a stranger upon wrecking your car; c) a friend having just helped you cheat on an exam.
  - Subsequently, students could be given a speech from the play under study and be challenged to offer different deliveries of the lines.
  - Students watch the same scene from two to three versions of the play under study and analyse how the delivery affects their understanding of the scene, e.g., the opening scene of *Romeo and Juliet* as presented by a) the BBC version of the play, b) the Franco Zefferelli version, and c) the Baz Luhrmann version (1996 with Leonardo DiCaprio).
  - Students examine how idiomatic expressions have evolved over time. Students locate expressions from the play under study and explore how that phrase might be said today, or alternately how the expression would have been said 400 years ago, e.g., "The Shakespearean Insult Sheet" from *Shakespeare Set Free* (see Resources).

Assessment/Evaluation

Formative Assessment:

- Informal teacher observation of group dynamics and attention to task

Resources

O'Brien, Peggy. *Shakespeare Set Free.*

All BBC versions of Shakespearean plays

The Story of English. Caedmon.

Oxford English Dictionary

Activity 4 Staging the Play: Student Dramatizations

Time: 300 minutes

Description

Student dramatizations are an ideal opportunity for students to discover the play on a new and different level. In this activity students bring to life one or more scenes depending on the play under study and the discretion of the teacher. Students are encouraged to adopt a role, while attempting to capture through their characterization the values and struggles, as well as the nuances of the character portrayed. They are also challenged to act as directors, displaying Christian leadership while developing a vision for the scene in question, as well as giving consideration to such things as lighting, sound, costumes, and set. Students act collaboratively and as successful, respectful communicators in order to make this activity work.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

3b - create, adapt, and evaluate new ideas in light of the common good;
4a - demonstrate a confident and positive sense of self and respect for the dignity and welfare of others;
4b - demonstrate flexibility and adaptability;
4c - take initiative and demonstrate Christian leadership;
4f - apply effective communication, decision-making, problem-solving, time and resource management skills;
5c - develop one's God-given potential and make a meaningful contribution to society;
5e - respect the rights, responsibilities, and contributions of self and others;
5f - exercise Christian leadership in the achievement of individual and group goals.

Strand(s): Literature and Reading, Writing, Language, Media

Overall Expectations:

LIV.O2D - demonstrate an understanding of the elements of a variety of literary and informational forms, with a focus on plays, short stories, and short essays;
LIV.03B - identify and explain the effect of specific elements of style in a variety of literary and informational texts;
WRV.02D - identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on supporting opinions or interpretations with specific information;
LGV.02B - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences;
MDV.01D - use knowledge of the elements, intended audiences, and production practices of a variety of media forms to analyse specific media works;
MDV.02D - use knowledge of a variety of media forms, purposes, and audiences to create media works and describe their intended effect.

Specific Expectations:

LI1.02D - select and read texts for different purposes, with an emphasis on recognizing the elements of literary genres and the organization of informational materials, collecting and assessing information, responding imaginatively, and exploring human experiences and values;
LI2.01D - use knowledge of elements of drama, such as plot and sub-plot, character portrayal, conflict, dramatic structure, dramatic purpose, dramatic irony, dialogue, and stage directions, to understand and interpret examples of the genre;
LI3.01D - explain how authors use diction and phrasing to achieve particular effects in their writing ;
WR2.01D - demonstrate an understanding of literary and informational forms, such as myths, poems, short stories, scripts, advertisements, formal letters, reviews, and supported opinion essays, by selecting and using forms of writing appropriate to different purposes and audiences;
LG1.02B - identify and explain examples of slang, jargon, dialect, colloquialism, as well as of standard Canadian English, in literary texts and their own oral and written work;
LG2.02D - communicate in group discussions by sharing the duties of the group, speaking in turn, listening actively, taking notes, paraphrasing key points made by others, exchanging and challenging ideas and information, asking appropriate questions, reconsidering their own ideas and opinions, managing conflict, and respecting the opinions of others;
LG2.03D - plan and make oral presentations to a small group or the class, selecting and using vocabulary and methods of delivery to suit audience and purpose;
LG2.04D - use specific examples, facial expressions, gestures, intonation, humour, and visual aids, and technology, as appropriate, to engage the audiences' interest during oral presentations;
LG2.05D - practise with cue cards and relaxation exercises and with visual aids and technology (if used), to ensure confident delivery in oral presentations;
MD2.01D - adapt a work of literature to another media forma and determine what aspects have been strengthened and/or weakened by the adaptation.

Planning Notes

- While this activity is a cumulative project, the class could decide to do a small presentation at the end, in combination with other smaller presentations as they work through the play.
- As an option, offer students the possibility of videotaping their performance and hold a screening of the final product.
- Teachers could investigate the possibility of booking the drama room, or comparable space, for the final production. This activity provides an ideal opportunity for teachers to team-teach with the drama teacher if circumstances permit.
- Teachers should note that group sizes may vary and are dictated by how many actors are required for the selected scenes.
- Teachers could offer students the option to write their own script, which is an adaptation of the original, e.g., a modernized version of a Shakespearean scene.
- Students might be inspired by watching different film versions of the play under study.
- The activity provides an ideal opportunity for students to make connections between the themes of human weakness, sin, and grace, as they are encouraged to explore compassionately the characters while adopting the role.
- Students use their response journals to log feelings of success and frustration as they work through staging the scene.

Teaching/Learning Strategies

- The teacher and students agree upon the scenes to be performed.
- Outline the expectations of the assignment as follows:
  - Students carefully read through and study their scene.
  - Students decide how they want to stage their scene. As an option the students draw the stage set.
  - Students make a copy of the scene, if needed, so that they can make the necessary changes right on the script.
  - Students make production notes for the way they want to stage the scene. Production notes would include pauses, tone of voice, gestures, and facial expressions, notes or diagrams of action and movement.
  - Students decide on how to costume their players. Again as an option, students provide a drawing or description of the costumes, as well as a justification for selecting that particular costume.
  - Students keep a response journal, outlining their thoughts and feelings as they work through the process.
- Encourage students to practise with cue cards. Lead students through some simple relaxation exercises in order to help them deliver their optimal performance, as found in a text such as *Dramathemes: A Practical Guide for Teaching Drama*, (see Resources).

Assessment/Evaluation

Formative Assessment:

- Reader response journals for completion and thoroughness of reflection (see Appendix 2.1)
- Informal and formal observation of group process for co-operation and attention to task
- Rehearsal process via a participation checklist

Summative Assessment:

- Student performance of scene via a rubric (see Appendix 4.1)

Accommodations

- Videotape the scene for students who prefer not to do a live performance or as an added challenge for those who would like to enhance their performance with editing and/or special effects.
- Use cue cards for the final performance for those students who are unable to memorize lines.
- Assign backstage duties to students who are unable to perform.

Resources

A drama text

Swartz. *Dramathemes: A Practical Guide for Teaching Drama.*

Kemp, D. *A Different Drama.*

Booth, D. *Improvisation and Interpretation.*

Beissel. *Cues and Entrances.*

Video and audio cassette versions of the plays

Activity 5: Making the Point: The Art of Persuasive Writing

Time: 120 minutes

Description

Students respond to an issue or topic based on their reading of the play and write a persuasive piece to express their views. Students are encouraged to articulate their position through the lens of their developing moral conscience.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

1a - illustrate a basic understanding of the **saving story** of our Christian faith;
3a - recognize there is more grace in our world than sin and that hope is essential in facing all challenges;
3b - create, adapt, and evaluate new ideas in light of the common good;
4f - apply effective communication, decision-making, problem-solving, time and resource management skills.

Strands: Literature Studies and Reading, Writing, Language, Media

Overall Expectations:

LIV.01D - read and demonstrate an understanding of a variety of literary and informational texts, from contemporary and historical periods;
LIV.02D - demonstrate an understanding of the elements of a variety of literary and informational forms, with a focus on plays, short stories, and short essays;
WRV.02D - identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on supporting opinions or interpretations with specific information;
LGV.01D - use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience;
MDV.01D - use knowledge of the elements, intended audiences, and production practices of a variety of media forms to analyse specific media works.

Specific Expectations:

LI1.01D - describe information, ideas, opinions, and themes in print and electronic texts they have read during the year from different cultures and historical periods and in a variety of genres, including novels, short stories, plays, poems, biographies, short essays, and articles from newspapers and magazines, and encyclopedias;
LI1.06B - use specific references from a text to support opinions and judgments;
LI2.03D - use knowledge of elements of short essays, such as introductions, thesis statements, topic sentences, supporting details, connecting words, and conclusions, to understand and interpret examples of the genre;
WR4.01B - revise drafts to ensure that ideas are adequately developed with supporting details, and to achieve clarity and unity;
WR4.02B - revise drafts to ensure consistency in use of first or third person and use of an appropriate level of language;
WR4.03D - make constructive suggestions to peers;
WR4.04B - consider reactions from teachers, peers, and others in revising and editing written work;
WR5.01D - identify sources of ideas, information, and quotations in writing and independent research projects;
WR5.04B - edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation;

LG1.05D - recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage;
LG1.06B - recognize, describe, and correct sentence errors in oral and written language;
LG1.07B - recognize, describe, and use correctly, in oral and written language, the conventions of standard Canadian English for spelling, capitalization, and punctuation;
MD1.02D - identify how elements of media forms are used in a variety of media works and explain the effects of different treatments;
MD1.03D - compare and explain their own and their peers' reactions to a variety of media works.

Planning Notes

- This activity builds upon and extends the skills learned in Unit 2, Activity 5 where students were introduced to expository essay writing. Students should once again be called upon to use textual proofs to support their opinion.
- The length of this writing piece is at the discretion of the teacher; the decision should be based upon perceived needs and abilities of the class.
- This assignment is commenced in class, as is revision of the piece, but the majority of work is completed at home.
- Also note that the time required to complete all of the steps in the writing process connected to the instruction of the persuasive writing piece should be taken from the time allowed in Unit 6.
- This assignment could be placed in the writing portfolio as a sample (see Unit 6, Activity 2).

Prior Knowledge Required

- introduction to 5 paragraph expository essays (see Unit 2, Activity 5)
- solid working knowledge and understanding of the play under discussion

Teaching/Learning Strategies

- Review the elements of persuasive writing, such as logic, textual proof, emotional appeal, and rhetorical language.
- Introduce and explain the assignment expectations and assessment criteria.
- The teacher tracks student progress through the various steps in the writing process.
- The teacher continues to introduce lessons in grammar and style, based on individual student need.
- Students explore, through critical analysis and the art of persuasive writing, the issues and themes of the text(s) under study. Some possible topics for consideration are:
    - *The Merchant of Venice:* Is Bassanio a fortune-hunting predator or a sensitive romantic?
    - *The Merchant of Venice:* Is Shylock an outraged victim or a cruel racist?
    - *Romeo and Juliet*: Is Romeo truly in love or is he just infatuated?
    - *Romeo and Juliet:* Is Juliet a strong female role model or is she a weak dependent girl?
    - *Our Town:* Is the stage manager a sensitive interpreter of events or is he a detached cruel commentator?
    - Is the conflict in which the protagonist is involved caused by his/her own character flaws or by external forces?
    - Is the BBC version of *A Midsummer Night's Dream* more effective in portraying the play than Zefferelli's 1999 version of the play?
- Students further brainstorm textual proofs to support their position and draft a response.
- Students conference about, edit, and revise drafts as needed.
- Students submit their final polished draft.

Assessment/Evaluation

Formative Assessment:

- A checklist for assessing student completion of the steps in the writing process

Summative Assessment:

- A rubric for evaluating the persuasive written product (see Appendix 2.4)

Accommodations

- Modify either time requirement or length of assignment to accommodate students with special needs.
- Provide a scribe.
- Attempt a comparative persuasive essay, e.g., comparing and contrasting two characters from the play. For greater challenge, examine who is the stronger female: Portia from *The Merchant of Venice* or Juliet from *Romeo and Juliet*

Resources

ResourceLines 9.10. Prentice-Hall.

Reading and Writing for Success. HBJ.

Bridges 3. Prentice-Hall.

Fit to Print. HBJ.

Hugh Robertson. *The English Essay.*

Unit 5: Non Fiction: Media and Prose

Time: 20 hours, plus 1 hour skills development (Unit 6)

Unit Description

Students examine, deconstruct, and evaluate media and non-fiction genres in light of their calling to create a just and compassionate society. Students also demonstrate the ability to work as respectful collaborative learners in the discussion, writing, and in the design and creation of their own media productions.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: 1d, 2a, 2e, 3d, 3e, 4a, 4b, 5a, 7j.
Strand(s): Media Studies; Writing; Language
Overall Expectations: LIV.01-.02D, .03B; WRV.01-.03D; LGV.01D, .02B; MDV.01-.02D.
Specific Expectations: LI1.01D, .04-.05D, 07D; LI2.03D; LI3.01D, .03D; WR1.01-.02D; WR3.04D; LG1.03-.04B, .05D, .06-.07B; LG2.02-.03D; MD1.01B, .02-.04D; MD2.01-.03D.

Activity Titles (Time and Sequence)

Activity 1	Bias Detectives: Hearing the Author's Voice	120-180 minutes
Activity 2	Fact from Fiction: Seeking out the Truth	120-180 minutes
Activity 3	Convince Me: The Art of Persuasion via Debate	120-180 minutes
Activity 4	Rhetoric and Conventions of Writing	120 minutes
Activity 5	Looking for the Signposts in the Media World	120 minutes
Activity 6	Media Creation: Extending their Knowledge	300-420 minutes

Unit Planning Notes

- Activities 1 through 5 in this unit are intended to be explored with both media and non-fiction readings.
- The final media creation may take the form of any media genre, based on availability of resources and student preference, e.g., a video, a newspaper, a magazine, a web site, a CD-ROM, an interactive storybook.
- Teachers and students should explore media and non-fiction readings mindful of the counter-cultural example provided by Christ.

Teaching/Learning Strategies

- identify and modify the bias in media and non-fiction
- differentiate fact from fiction in classroom readings
- participate in daily discussions
- read and recognize varied forms of rhetoric
- journal writing
- student debate
- respond to questions as assigned
- prepare and present a media creation

Assessment/Evaluation

Formative Assessment

- response journals
- informal and formal teacher observation
- roving conferences
- preparation of debate presentation (process)
- peer and self evaluation
- small group discussions
- preparation of group media creation (process)

Summative Assessment

- debate (product)
- media creation (product)
- unit test that addresses the four areas of achievement

Resources

collection of media and non-fiction readings

videotapes, video cameras, and VCRs

an instructional media guide, e.g., *Teaching Ideas for Media Literacy*, Don Walker

assorted media texts

newspapers and magazines

Activity 1: Bias Detectives: Hearing the Author's Voice

Time: 120 – 180 minutes

Description

In this activity students read a variety of informational texts and examine them for the diction, phrasing, and sentence structure to detect how each of these stylistic devices can be used to contribute to an author's bias. Students also explore how both the source of the information and the reader's background can contribute to a reading of the text. To that end, students explore the unique perspective which Catholics assume in their daily lives as they deconstruct the society in which they live and the values which it espouses.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

1d - develop attitudes and values founded on Catholic **social teaching** and act to promote social responsibility, human solidarity and the common good;
2e - use and integrate the Catholic faith tradition, in the critical analysis of the arts, media, technology, and information systems to enhance the quality of life;
3d - make decisions in light of gospel values with an informed moral conscience;
4a - demonstrate a confident and positive sense of self and respect for the dignity and welfare of others;
5a - work effectively as an interdependent team member;
7j - contribute to the common good.

Strands: Literature Studies and Reading, Writing, Language, Media

Overall Expectations:

LIV.01D - read and demonstrate an understanding of a variety of literary and informational texts, from contemporary and historical periods;

LIV.02D - demonstrate an understanding of the elements of a variety of literary and informational forms, with a focus on plays, short stories, and short essays;

LIV.03B - identify and explain the effect of specific elements of style in a variety of literary and informational texts;

WRV.02D - identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on supporting opinions or interpretations with specific information;

LGV.01D - use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience;

MDV.01D - use knowledge of the elements, intended audiences, and production practices of a variety of media forms to analyze specific media works.

Specific Expectations:

LI1.01D - describe information, ideas, opinions, and themes in print and electronic texts they have read during the year from different cultures and historical periods and in a variety of genres, including novels, short stories, plays, poems, biographies, short essays, articles from newspapers, magazines, and encyclopedias;

LI1.02D - select and read texts for different purposes, with an emphasis on recognizing the elements of literary genres and the organization of informational materials, collecting and assessing information, responding imaginatively, and exploring human experiences and values;

LI1.04D - locate explicit information and ideas in texts to use in developing opinions and interpretations;

LI1.05D - analyse information, ideas, and elements in texts to make inferences about meaning;

LI1.07D - explain how readers' different backgrounds might influence the way they understand and interpret a text;

LI2.03D - use knowledge of elements of short essays, such as introductions, thesis statements, topic sentences, supporting details, connecting words, and conclusions, to understand and interpret examples of the genre;

WR2.01D - demonstrate an understanding of literary and informational forms, such as myths, poems, short stories, scripts, advertisements, formal letters, reviews, and supported opinion essays, by selecting and using forms of writing appropriate to different purposes and audiences;

LG1.01B - describe strategies used to expand vocabulary and provide evidence of other vocabulary building activities;

LG2.02D - communicate in group discussions by sharing the duties of the group, speaking in turn, listening actively, taking notes, paraphrasing key points made by others, and exchanging and challenging ideas;

MD1.01B - demonstrate critical thinking skills by identifying the differences between explicit and implicit messages in media works;

MD1.03D - compare and explain their own and their peers' reactions to a variety of media works.

Planning Notes

- The teacher gathers a variety of informational texts which provide the basis for their analysis of stylistic devices. These texts might be found in a class anthology or could be individual pieces teachers have selected from newspapers and magazines.
- This activity also provides an ideal opportunity to conference and/or team teach with the teacher-librarian or Social Science teachers.
- Ensure access to newspapers and magazines. Recommendations for achieving this goal:

a) borrowing copies/castaways from the library
b) ordering a class set for the whole English department to share
c) asking students in advance of the unit to bring in newspapers and magazines (minimum of one per student).

If the last option is selected, teachers should ensure that a variety of newspapers and magazines are represented.

- Teachers should also consider making use of videotapes of news programs or documentaries as sources for analysis.
- Students write their reflections about the media in their response journals.

Teaching/Learning Strategies

- Introduce students to the concept of bias and tone via a teacher-directed lesson. Bring in two articles dealing with the same story and ask students to identify how the two authors have presented the story (differences and similarities). A formal definition of bias and tone is then developed. (Another option is to analyse how two newscasts have dealt with the same play).
- Students find two articles in their newspapers dealing with the same story. They cut out the two stories and place them side by side on a larger piece of paper. Students then analyse the two articles for bias and tone, highlighting in their exposition the clues that allowed them to detect the bias they identified. Some guiding questions might be:
  - Who are the newsmakers in this story?
  - What are the central events of the story?
  - What adjectives are used to describe the newsmakers and the events?
  - Group, by newspaper, the adjectives used to describe each person and event, e.g., adjectives used by *The Globe and Mail* to describe the Prime Minister versus those used by *The Toronto Star.*
  - Which story did you find more compelling and why?
  - Which story do you find unconvincing or problematic and why?
- Students present their findings in the larger class setting and the class discusses them.
- Students form pairs. The teacher distributes one magazine per pair and asks the students to find two ads that are selling the same type of product. The students analyse the ads using the following questions:
  - In what magazine did you find the ad?
  - Where in the magazine did you find the ad? With what other ads or articles is it juxtaposed?
  - Who is intended to buy the product and what evidence leads you to this conclusion?
  - Is there another group targeted by the ad? Is there a group of people to whom this ad would not speak to at all and why?
  - What values are conveyed by the ad and why?
  - How do the values presented differ in any way from the Church's social teaching?
  - Based on all your answers thus far, what bias would you conclude is present in this ad?
- Students re-convene as a class and explore what conclusions they can draw based on the preceding exercise.
- The teacher summarizes the key points from the discussion on bias.

Assessment/Evaluation

Formative Assessment:

- Written answers to analysis questions for completion and quality of response
- Roving conferences
- Informal observation of student discussions for attention to task
- Response journals for completion

Summative Assessment:

- Questions of a summative nature on the unit test

Accommodations

- A scribe, as required

Resources

Crossroads. Gage.

SightLines. Prentice-Hall.

Endless Possibilities. Oxford.

Reading and Writing for Success. Prentice-Hall.

Mass Media and Popular Culture, 2nd edition. HBJ.

Adbusters magazine, The Media Foundation

Newspaper and Magazine:
www.macleans.ca;
www.globeandmail.com;
www.thestar.com;

www.50.org (Amnesty International)

Association for Media Literacy Supplement, AML, 1992

News kit; Media kit; Ad box; Television and Values, Learning Seed Presentations

Ministry of Education Media Literacy Resource Guide, 1989

The Newspaper in Education, The Toronto Star

Activity 2: Fact from Fiction: Seeking out the Truth

Time: 120 – 180 minutes

Description

In this activity students are invited to look at print excerpts to help them detect how one deconstructs media products, in order to distinguish materials which are primarily factual versus those which are primarily fictional or opinion based. At this time students are asked to compose their own response to a piece of prose, emphasizing the conventions of persuasion to which they have been introduced.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

1d - develop attitudes and values founded on Catholic **social teaching** and act to promote social responsibility, human solidarity and the common good;
2a - listen actively and critically to understand and learn in light of gospel values;
2e - use and integrate the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

Strand(s): Literature and Reading Studies, Writing, Language, Media

Overall Expectations:

LIV.01D - read and demonstrate an understanding of a variety of literary and informational texts, from contemporary and historical periods;

LIV.02D - demonstrate an understanding of the elements of a variety of literary and informational forms, with a focus on plays, short stories, and short essays;

LIV.03B - identify and explain the effect of specific elements of style in a variety of literary and informational texts;

WRV.01D - use a variety of print and electronic sources to gather information and explore ideas for their written work;

WRV.02D - identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on supporting opinions or interpretations with specific information;

WRV.03D - use a variety of organizational techniques to present ideas and supporting details logically and coherently in written work;

LGV.01D - use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience;

LGV.02B - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences;

MDV.01D - use knowledge of the elements, intended audiences, and production practices of a variety of media forms to analyze specific media works;

MDV.02D - use knowledge of a variety of media forms, purposes, and audiences to create media works and describe their intended effect.

Specific Expectations:

LI1.04D - locate explicit information and ideas in texts to use in developing opinions and interpretations;

LI1.05D - analyse information, ideas, and elements in texts to make inferences about meaning;

LI1.07D - explain how readers' different backgrounds might influence the way they understand and interpret a text;

LI3.01D - explain how authors use diction and phrasing to achieve particular effects in their writing ;

LI3.03D - explain how authors and editors use design elements to help communicate ideas;

WR1.04D - use the information and ideas generated by research to develop the content of written work;

WR2.01D - demonstrate an understanding of literary and informational forms, such as myths, poems, short stories, scripts, advertisements, formal letters, reviews, and supported opinion essays, by selecting and using forms of writing appropriate to different purposes and audiences;

WR2.02D - select first or third person and an appropriate level of language to suit the form, purpose, and audience of written work;

WR3.03D - use a single controlling idea and connecting words to structure a series of paragraphs;

WR4.03D - make constructive suggestions to peers;

LG1.02B - identify and explain examples of slang, jargon, dialect, colloquialism, as well as of standard Canadian English, in literary texts and their own oral and written work;

LG1.07B - recognize, describe, and use correctly, in oral and written language, the conventions of standard Canadian English for spelling, capitalization, and punctuation;

LG2.01D - communicate orally in group discussions for different purposes, with a focus on identifying key ideas and supporting details, distinguishing fact from opinion, asking clarifying questions, and following instructions;

MD1.01B - demonstrate critical thinking skills by identifying the differences between explicit and implicit messages in media works;

MD1.02D - identify how elements of media forms are used in a variety of media works and explain the effects of different treatments;
MD1.03D - compare and explain their own and their peers' reactions to a variety of media works;
MD2.02D - create media works for different purposes and explain how each has been designed to achieve its particular purpose.

Planning Notes

- Draw a connection between the previous activity, and this activity which looks at how bias and personal opinion can also translate into pieces of non-fiction prose.
- This is an ideal time to make use of a class anthology text.
- While the written assignment in this activity should be started during class time, as will any editing, revision and sharing of work, the majority of the writing should be done on the students' own time.
- The written assignment for this activity could be formally assessed by the teacher, it could be placed in the writing portfolio as a sample, or it could be peer evaluated. It is not a summative requirement for this unit.
- Alert students to the interconnectedness of fact and opinion, making the students aware that there can be different opinions around a factual piece of information.

Prior Knowledge Required

- familiarity with the terms *bias* and *tone* from Activity 1

Teaching/Learning Strategies

- The teacher gives students examples of phrases, sentences, or situations and asks students to identify whether they are examples of fact or opinion. This could be done as a teacher-directed activity in pairs or small groups. Some phrases that could be employed include the following:
  - The Toronto Maple Leafs is the best team in the National Hockey League.
  - Jean Chretien is the Prime Minister of Canada.
  - Mother Teresa is a saint.
  - Smoking is harmful to your health.
- In small groups of three or four, students review their understanding of bias.
- Students read a sample of non-fiction prose, selected because of the presence of bias.
- Students identify the author's thesis or main argument. They then examine the text for techniques employed by the author to convince the reader of his/her argument. In so doing, students examine how fact is often intertwined with opinion. Some focus questions are:
  - What is the main argument/thesis of the piece?
  - What is the tone?
  - What words, phrases, or expressions help to convey the tone of the piece?
  - What do you consider to be the "straight facts"?
  - Has the author taken into account alternate points of view?
  - How has the author dealt with alternate points of view?
  - Who is the intended audience of the piece? How do you know?
- Students participate in a large group discussion summarizing the main points from their discussion.
- Students read a second piece of prose.
- Students have a small group discussion, intended to highlight their understanding of the main argument of the selection.
- Students write an individual response to the second piece of prose, agreeing or disagreeing with the author, in which they support their own opinion by employing a minimum of one item of factual information.

Assessment/Evaluation

Formative Assessment:

- Analysis questions for completion and thoroughness of response

Summative Assessment:

- Written response by holistic evaluation and anecdotal feedback (optional)
- Questions of a summative nature on the unit test

Accommodations

For greater challenge, students select a topical issue, such as gun control, animal testing, or legalization of marijuana, and formulate questions in order to accumulate data. Students then access two different Internet sites on the issue and examine the techniques employed by each author to convince the audience. Attention is given to distinguishing the common facts and how they have been interpreted by the two authors.

Resources

See texts listed in Unit 1, Activity 1.

Activity 3: Convince Me: The Art of Persuasion via Debate

Time: 120 – 180 minutes

Description

Students are given a topic to debate in this activity. They employ the techniques of persuasion to which they have been introduced in Unit 4, Activity 5 and Unit 5, Activities 1 and 2. They articulate their views orally, while also displaying careful listening and critical skills when trying to discredit their opponents. The skills of formal debating are introduced as students learn the structure of the pro – con forum. Values are explored as the topics should relate to the students' life experiences and to the society in which they live.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

1d - develop attitudes and values founded on Catholic **social teaching** and act to promote social responsibility, human solidarity, and the common good;
2a - listen actively and critically to understand and learn in light of gospel values;
2e - use and integrate the Catholic faith tradition, in the critical analysis of the arts, media, technology, and information systems to enhance the quality of life;
3d - make decisions in light of gospel values with an informed moral conscience;
3e - adopt a holistic approach to life by integrating learning from various subject areas and experience;
4a - demonstrate a confident and positive sense of self and respect for the dignity and welfare of others;
4b - demonstrate flexibility and adaptability;
5a - work effectively as an interdependent team member;
7j - contribute to the common good.

Strand(s): Literature Studies and Reading, Writing, Language

Overall Expectations:

LIV.03B - identify and explain the effect of specific elements of style in a variety of literary and informational texts;

WRV.01D - use a variety of print and electronic sources to gather information and explore ideas for their written work;

WRV.02D - identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on supporting opinions or interpretations with specific information;

WRV.03D - use a variety of organizational techniques to present ideas and supporting details logically and coherently in written work;

LGV.01D - use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience;

LGV.02B - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences.

Specific Expectations:

LI1.04D - locate explicit information and ideas in texts to use in developing opinions and interpretations;

LI1.05D - analyse information, ideas, and elements in texts to make inferences about meaning;

WRI.01D - investigate potential topics by formulating questions, identifying information needs, and developing research plans to gather data;

WRI.02D - locate and summarize information from print and electronic sources, including vertical files, periodicals, dictionaries, encyclopedias, electronic newsgroups, e-mail messages, and electronic data bases;

WRI.03D - group and label information and ideas; evaluate the relevance, accuracy, and completeness of the information and ideas; and discard irrelevant material;

LG1.04B - select words and phrases appropriate to informal and formal styles, to suit the purpose and intended audience of oral and written work;

LG1.07B - recognize, describe, and use correctly, in oral and written language, the conventions of standard Canadian English for spelling, capitalization, and punctuation;

LG2.02D - communicate in group discussions by sharing the duties of the group, speaking in turn, listening actively, taking notes, paraphrasing key points made by others, exchanging and challenging ideas and information, asking appropriate questions, reconsidering their own ideas and opinions, managing conflict, and respecting the opinions of others;

LG2.03D - plan and make oral presentations to a small group or the class, selecting and using vocabulary and methods of delivery to suit audience and purpose;

LG2.04D - use specific examples, facial expressions, gestures, intonation, humour, visual aids and technology, as appropriate, to engage the audience's interest during oral presentations.

Planning Notes

- Speak to the teacher librarian in advance of this activity to facilitate opportunities for students to visit the library/resource center to complete their research for this assignment. Note that while the research might be initiated during class time, the majority of the preparation for the debate is done on the students' own time.
- If the Independent Study Project (ISP) has not been initiated at this point in the course, this will be the first activity that demands research skills, so either the classroom teacher or the teacher librarian should provide an orientation to the school library and its use.
- Teachers encourage attitudes of respectful dialogue, whether agreeing or disagreeing.

Teaching/Learning Strategies

- Introduce the debate assignment to the students, outlining the expectations and the format which is as follows:
  - Pro A: 3-minute opening argument
  - Con A: 2-minute question period for Pro A
  - Pro B: 3-minute opening argument
  - Con B: 2-minute question period for Pro B
  - Repeat in reverse, i.e., Con A begins with a 3-minute opening argument
  - 2 minutes to prepare final rebuttal
  - Pro side, 2-minute rebuttal
  - Con side, 2-minute rebuttal
  - Class verdict regarding the winner, based on information presented.
- The teacher presents a variety of topics to the class. Each debate has four participants, two pro and two con debaters. Possible topics include the following:
  Be it resolved that:
  - The testing of animals provides valuable information for medical research.
  - Capital punishment is legalized murder.
  - The industrialized world must be held accountable for the poverty of the Third World.
  - Smoking should not be permitted in any public place.
  - Schools have the right to practise censorship as they see fit.
  - Messiness is a sure sign of a creative thinker, (sample of a "non-research" topic).
- Students complete research before the presentation of their debate. Again, it should be noted that if the students have not been introduced to research practices in the ISP project, teachers bring students to the library/resource center for an initial orientation.
- Students complete preparation of a three-minute opening argument.
- Students participate in their debate. Winners of the debate are chosen by the students, based on the following criteria:
  - thoroughness of research;
  - organization of the research into a logical speech;
  - confidence of delivery style, including projection, voice and facial expression, and eye contact;
  - overall effectiveness.

Assessment/Evaluation

Formative Assessment:

- Roving conferences during the preparation phase
- Research notes for completion

Summative Assessment:

- Debate product via a holistic grade, with anecdotal feedback

Accommodations

- A position paper for those students unable to present orally
- A peer helper to aid students in the completion of their research
- For greater challenge, students could attempt topics that require superior research skills. e.g., The economic policies of the world bank have left Third World countries in a debt crisis from which they can never recover, or The UN has lost its usefulness.

Resources

The Internet, potential web sites include:

Newsworld Online
www.cbc.ca/

info on info
www.zgram.net/journalism.homepage
www.journalismnet.com/;

The Worldwide Web Virtual Library
www.earthsystems.org/All.shtml.

Newspapers, magazines, and periodicals

America, Commonwheel, National Catholic Reporter, Catholic New Times, Catholic Register

Library texts

ResourceLines 9/10. Prentice-Hall.

Activity 4: Rhetoric and Conventions of Writing

Time: 120 minutes

Description

In this activity students are introduced to the concepts of rhetoric and conventions of writing as they apply in speeches. Students listen to excerpts from a few different speeches and subsequently deconstruct the speeches to determine what devices have been employed by the author. Students write their own speech, which may be delivered to the class or filed in their writing portfolio.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

2a - listen actively and critically to understand and learn in light of gospel values;
2e - use and integrate the Catholic faith tradition, in the critical analysis of the arts, media, technology, and information systems to enhance the quality of life;
3d - make decisions in light of gospel values with an informed moral conscience.

Strand(s): Literature and Reading Studies, Writing, Language, Media

Overall Expectations:

LIV.03B - identify and explain the effect of specific elements of style in a variety of literary and informational texts;
WRV.02D - identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on supporting opinions or interpretations with specific information;
WRV.03D - use a variety of organizational techniques to present ideas and supporting details logically and coherently in written work;
LGV.01D - use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience;
LGV.02B - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences;
MDV.02D - use knowledge of a variety of media forms, purposes, and audiences to create media works and describe their intended effect.

Specific Expectations:

LI1.02D - select and read texts for different purposes, with an emphasis on recognizing the elements of literary genres and the organization of informational materials, collecting and assessing information, responding imaginatively, and exploring human experiences and values;
LI1.04D - locate explicit information and ideas in texts to use in developing opinions and interpretations;
LI3.01D - explain how authors use diction and phrasing to achieve particular effects in their writing ;
WR2.01D - demonstrate an understanding of literary and informational forms, such as myths, poems, short stories, scripts, advertisements, formal letters, reviews, and supported opinion essays, by selecting and using forms of writing appropriate to different purposes and audiences;
WR3.05D - structure expository paragraphs using a topic sentence, supporting sentences to develop the topic, connecting words to link the sentences, and a concluding sentence;
WR4.01B - revise drafts to ensure that ideas are adequately developed with supporting details, and to achieve clarity and unity;
LG2.03D - plan and make oral presentations to a small group or the class, selecting and using vocabulary and methods of delivery to suit audience and purpose;
MD1.01B - demonstrate critical thinking skills by identifying the differences between explicit and implicit messages in media works.

Planning Notes

Gather speeches from a variety of sources; a minimum of two is recommended. Some suggestions include: Mark Antony's "Friends, Romans Countrymen, Lend me your ears" in *Julius Caesar*; Martin Luther King's "I Have a Dream"; John F. Kennedy's "Ask Not What Your Country Can Do for You"; Gordon Gekko's "The Nature of Greed" in the film Wall Street; Jean Vanier's "On Being Human"; The Massey lectures on CBC; David Mahoney's "Living to 100", found in *SightLines*; the valedictory address from your school's last graduation ceremony.

Teaching/Learning Strategies

- Complete a socratic lesson on the nature of rhetoric and the conventions of speech writing, (i.e., purpose, audience, tone, diction, the rhetorical question, and the use of the following: the anecdote, statistics, quotations, repetition, and figures of speech, such as metaphor and analogy). As well, the importance of the strategies of delivery, such as pacing, expression, inflection, intonation, and emphasis is a focus.
- Model the explication of one speech, either in combination with the delivery of the main lesson on the conventions or as a follow up to it.
- Students form groups of four and explicate a second speech on their own.
- Students share their findings in a large group discussion.
- Students complete the writing of a two-minute speech on a topic of their own choosing. Encourage students to select a topic that speaks to the issues that most concern them. Further, it is an opportunity for them to continue in the development and articulation of their own personal voice and moral conscience.
- Students share their speech in small groups or with the whole class. If time does not permit, it may be filed as a sample in the writing portfolio.

Assessment/Evaluation

Formative Assessment:

- Informal observation of classroom discussion
- Roving conferences as students draft their personal speeches

Summative Assessment:

- Speech delivery via a checklist for use of rhetorical conventions and delivery style (optional)
- Questions of a summative nature on the unit test

Accommodations

- Audio cassette recordings of the speeches under study
- Audio cassette recordings of their own personal speeches
- Note-taking on NCR paper by a peer or educational assistant

Resources

Elements of English. HBJ.

SightLines 9 and *ResourceLines 9/10.* Prentice-Hall.

Crossroads. Gage.

On Becoming Human. Anasi Press.

Shakespeare. *Julius Caesar.*

Wall Street. Warner Bros.

Activity 5: Looking for the Signposts in the Media World

Time: 120 minutes

Description

Students deconstruct a variety of television advertisements. Their goal is to identify the intended audience, the tools employed in the construction, the values conveyed, and the overall message/intent of the ad. This activity is directly linked with Activity 6, where students create their own ad. This activity provides students with an ideal opportunity to examine how the values espoused by the corporate and marketing world can oftentimes be in opposition to those espoused by Christ. Further, they might explore if this tenuous relationship is problematic for them as Catholics. If so, how does one address the challenge confronting Catholics to live out their faith in our changing consumer society?

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

1d - develop attitudes and values founded on Catholic *social teaching* and act to promote social responsibility, human solidarity, and the common good;

2e - use and integrate the Catholic faith tradition, in the critical analysis of the arts, media, technology, and information systems to enhance the quality of life;

3d - make decisions in light of gospel values with an informed moral conscience;

4a - demonstrate a confident and positive sense of self and respect for the dignity and welfare of others;

5a - work effectively as an interdependent team member.

Strand(s): Language, Media

Overall Expectations:

LGV.02B - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences;

MDV.01D - use knowledge of the elements, intended audiences, and production practices of a variety of media forms to analyse specific media works

Specific Expectations:

LG2.01D - communicate orally in group discussions for different purposes, with a focus on identifying key ideas and supporting details, distinguishing fact from opinion, asking clarifying questions, and following instructions;

MD1.01B - demonstrate critical thinking skills by identifying the differences between explicit and implicit messages in media works;

MD1.03D - compare and explain their own and their peers' reactions to a variety of media works;

MD1.04D - identify factors that influence media production and distribution and explain the effect of these factors on specific media works.

Planning Notes

- Collect a variety of television ads. Some possible sources are The Cannes Film Festival (ADFilms, Toronto), *Scanning Television*, Prentice-Hall, *The Bessies* or *The Cleos, (*The Canadian and American Commercial Awards Shows).
- This activity provides the required knowledge and skills necessary to complete Activity 6, which deals with the creation of their own television advertisement.
- Possible supplementary readings for this activity include the following: Barry Duncan et al. *Mass Media and Popular Culture, 2nd edition; Mediacy,* AML; *Popular Culture, Issues Collection*, Nelson; *Advertising*, Copp Clark; *Teaching Ideas for Media Literacy*, Don Walker, TCDSB.

Teaching/Learning Strategies

- The teacher discusses that there are three signposts or prisms through which we view media products. The teacher introduces these three signposts, purpose and values, codes and constructions, and audience. Purpose refers to the intention of the creator of the media text; it might be something as simple as telling a story or the selling of a product. Values refer to the implicit and explicit meanings derived from the text, which are employed to achieve the desired intent. Codes refer to those techniques used to achieve desired effects, such as sound, lighting, camera angles, and camera shots. Constructions refer to the idea that all media products are created and are products of multiple decisions and revisions. Audience refers to the intended receivers of the media text; one needs to consider gender, age, economic status, and stereotyping.
- Invite students to examine television ads that are aimed at their specific age group and to look for the three identified signposts. Focus questions include the following:
  - What is the message of this particular ad?
  - What are the values at work, both explicit and implicit?
  - Are there messages about lifestyle? about consumerism? about sexuality?
  - How are these messages constructed through the different codes or conventions employed in this ad?
  - What visual or oral elements combine to produce such a meaning? Consider colour, camera angles, camera shots, special effects, sound, music, and dialogue.
  - For whom is the message intended?
  - Does the content of the ad reflect the intended audience? Describe that intended audience in terms of gender, age, economic status, and attitude.
  - Do the values proposed or promoted in the ad correspond to our values?

- In what ways might they contradict our values?
- How might cultural, religious, and individual differences influence our perception of the values proposed by the ads?
- How might the ad shape our perception of ourselves?

- The teacher then invites students to examine a set of ads aimed at another age group, such as senior citizens, and poses the same questions to the students. What differences do they notice in their responses? Has either group been stereotyped in any way? If so, how?
- Students draw conclusions about the nature of television ads and media texts in general via a large group discussion.

Assessment/Evaluation

Formative Assessment:

- Informal observation of small and large group discussions

Summative Assessment:

- Questions of a summative nature on the unit test

Accommodations

- Reduction and/or modification of the analysis questions posed

Resources

See Planning Notes above.

Media Literacy Resource Guide. Ministry of Education.

Following Christ in Consumer Society: The Spirituality of Cultural Resistance. John Francis Kavanaugh.

Teaching the Media. Len Masterman.

AML Anthology, 1990 and *Anthology Supplement,* 1992. Association for Media Literacy.

Aetatis Novae (on Social Communication), Pontifical Council for Social Communications.

Clipboard (a twice yearly publication of the Jesuit communication project)

www.mediaawareness.ca/eng
(Media Awareness Network)

http://interact.uoregon.edu/MediaLit/jcp/index..html
(Jesuit Communication Project)

Activity 6: Media Creation: Extending Their Knowledge

Time: 300 – 420 minutes

Description

Students have the opportunity to draw upon all of the skills and knowledge to which they have been introduced in this unit. This activity becomes a creative extension of the analytical skills that they have acquired thus far. Students create a 30-second public service announcement targeted to their age group which is published in video form. If equipment is not available, they present it live in conjunction with a storyboard.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

1d - develop attitudes and values founded on Catholic *social teaching* and act to promote social responsibility, human solidarity, and the common good;
2a - listen actively and critically to understand and learn in light of gospel values;
2e - use and integrate the Catholic faith tradition, in the critical analysis of the arts, media, technology, and information systems to enhance the quality of life;
3d - make decisions in light of gospel values with an informed moral conscience;
3e - adopt a holistic approach to life by integrating learning from various subject areas and experiences;
4a - demonstrate a confident and positive sense of self and respect for the dignity and welfare of others;
4b - demonstrate flexibility and adaptability;
5a - work effectively as an interdependent team member;
7j - contribute to the common good.

Strand(s): Writing, Language, Media

Overall Expectations:

WRV.02D - identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on supporting opinions or interpretations with specific information;
LGV.01D - use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience;
MDV.02D - use knowledge of a variety of media forms, purposes, and audiences to create media works and describe their intended effect.

Specific Expectations:

WRI.04D - use the information and ideas generated by research to develop the content of written work;
WR2.01D - demonstrate an understanding of literary and informational forms, such as myths, poems, short stories, scripts, advertisements, formal letters, reviews, and supported opinion essays, by selecting and using forms of writing appropriate to different purposes and audiences;
WR2.02D - select first or third person and an appropriate level of language to suit the form, purpose, and audience of written work;
WR4.03D - make constructive suggestions to peers;
LG1.02B - identify and explain examples of slang, jargon, dialect, colloquialism, as well as of standard Canadian English, in literary texts and their own oral and written work;
LG1.04B - select words and phrases appropriate to informal and formal styles, to suit the purpose and intended audience of oral and written work;

LG2.02D - communicate in group discussions by sharing the duties of the group, speaking in turn, listening actively, taking notes, paraphrasing key points made by others, exchanging and challenging ideas and information, asking appropriate questions, reconsidering their own ideas and opinions, managing conflict, and respecting the opinions of others;
LG2.03D - plan and make oral presentations to a small group or the class, selecting and using vocabulary and methods of delivery to suit audience and purpose;
LG2.04D - use specific examples, facial expressions, gestures, intonation, humour, visual aids and technology, as appropriate, to engage the audience's interest during oral presentations;
LG2.07D - analyse their own and others' oral presentations to identify strengths and weaknesses, and plan ways to improve their performance;
MD2.02D - create media works for different purposes and explain how each has been designed to achieve its particular purpose;
MD2.03D - create media works appropriate to different audiences and explain why a particular design should appeal to a particular audience.

Planning Notes

- This activity is ideally completed as a 30-second video commercial. Therefore, teachers book the necessary video equipment and, if possible, editing equipment, to ensure completion of the students' work. If video equipment is not available, teachers might try to acquire either Bristol board or chart paper to be used by students for a formal presentation of their storyboard for the commercial.
- The teacher may wish to conference with the teacher librarian, as this activity provides students with a research component. In some cases this research is conducted in the library. In some cases it is research of a more practical nature, where students are surveying their peers or staff within the school.
- Invite students to share their final products with an audience beyond their classroom, (e.g., the guidance department, Grade 8 open house visitors, physical education class, the chaplaincy team).

Prior Knowledge Required

- proper use of a video camera, as acquired in Unit 2, Activity 4
- the signposts of the media world, as acquired in Unit 5, Activity 5

Teaching/Learning Strategies

- Describe and outline the expectations of the assignment.
- Students brainstorm possible topics for the public service commercial. Possibilities include:
  - environmental awareness;
  - anti-racism;
  - charitable fundraising for organizations such as UNICEF and Sharelife;
  - informational video on Covenant House, Children's Aid or comparable organization;
  - anti-smoking;
  - anti-violence;
  - responsible driving;
  - volunteerism;
  - healthy body image;
  - special events within the school, (e.g., Grade 9 orientation, student council elections, club activities, sporting events);
  - promotional video of the school targeted to Grade 8 students.
- Students gather into groups of four or five and select a topic.

- Students research information about their product/service and about their target audience, in terms of promotional techniques they would employ to capture that audience.
- Students then craft a rationale where they outline and describe in some detail the following facets of their commercial presentation: Who is your audience? What is the purpose of your commercial, i.e., is it promotional, informational or cautionary? What is the content of your presentation? What are the roles and responsibilities, as well as the intended schedule for the completion of your project?
- The teacher approves the rationale before students proceed to the scripting, storyboarding, and filming of their commercial.
- Students engage in the writing process to prepare a script. Steps include brainstorming, drafting, revising, conferencing, and publishing.
- Students create a storyboard. Those students who ultimately film their commercial, complete a standard storyboard (see Appendix 5.1), but for those who do not have access to equipment, a challenge may be to create a poster-size storyboard to use as part of their presentation to the class. The storyboard includes: simple drawings of what will be seen in each shot; a description of camera angles, shots, and movement employed; and the dialogue, or other oral elements, including sound effects or musical selections.
- Approve the storyboard before the students proceed to the rehearsal.
- Students rehearse their commercial.
- Students tape and edit their commercials, or act it out live for the class during their presentation.
- Students share their final products with the class, which include their rationale, their storyboard, and their video or live performance of the public service announcement.
- Students then share oral feedback and assessments of the final products, addressing whether students achieved their intended goals and successfully captured their target audience.

Assessment/Evaluation

Formative Assessment:

- Informal and formal teacher observation of group process
- Conferences for appropriateness of subject material, clarity of purpose, time management and equal distribution of responsibility
- Response journals on the process and product, for completion

Summative Assessment:

- Peer and self evaluation of final script by checklist for attaining stated goals (see Appendix 5.2)
- Final presentation via a rubric
- Questions of a summative nature on the unit test (optional)

Accommodations

- Cue cards for students who are unable to memorize lines
- Heterogeneous groupings to ensure a mix of student strengths

Resources

Liz Flynn. *Video in Focus.*

Don Walker. *Teaching Ideas for Media Literacy.*

Association for Media Literacy Supplement, AML, 1992

For examples of hard-hitting public service announcements see *Adfilms*, Cannes Film Festival Award winners, distributed by Adfilms.

Unit 6: Skills — 1) Writing Process: Improving Written Work and Language Study
2) Independent Learning

Time: 25 hours integrated throughout the course

Unit Description

In this unit students enhance their Catholic faith journey by realizing that language can be used as a tool to express their relationship with the world, as believers in the story of Christ. To that end, students develop language skills that allow them to communicate with sensitivity, fluency, and accuracy. The study of language and writing is integrated and is ongoing into each of the units of this program.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: 2c, 2e, 3b, 3c, 3e, 4b, 4e, 4f, 5c, 5e, 7b.
Strand(s): Writing; Language
Overall Expectations: LIV.01-.02D, .03B; WRV.01-.05D; LGV.01D, .02B; MDV.01-.02D.
Specific Expectations: LI2.03D; WR1.01-.04D; WR2.01-.02D; WR3.01D-.06D; WR4.01D, .02B, .03D, .04B; WR5.01D, .02B, .03D, .04B, .05-.06D, .07-.16B; LG1.01-.04B, .05D, .06-.07B; LG2.07D.

Activity Titles (Time and Sequence)

		Placement*
Activity 1	Exploring Language Conventions	Ongoing
Activity 2	The "Write" Stuff: The Writing Process	Ongoing
Activity 3	Response Journals	Ongoing
Activity 4	Character Study: Descriptive Writing	See unit 1
Activity 5	Words, Words, Words: Etymology of Language	Unit 1/ongoing
Activity 6	Telling your Story: Narrative Writing	Unit 1
Activity 7	Expository Essay	Unit 2
Activity 8	A Scene or Video Script	Unit 2
Activity 9	Personal Response to Poetry	Unit 3
Activity 10	Creation of Personal Poetry	Unit 3
Activity 11	Convince me: Persuasive Writing Piece	Unit 4
Activity 12	Debate	Unit 5
Activity 13	Independent Learning Project	Unit 6

*Many of these activities have been developed and incorporated into previous units.

Unit Planning Notes

Writing Skills

- These activities should be ongoing throughout the entire course, integrated into the study of literature, writing, and media. Students develop vocabulary, knowledge of the English language, and skills in grammar and punctuation in all sections of the course, and demonstrate their learning in reading, writing, and oral discussions and presentations.
- Students develop and apply skills in listening, speaking, and participation in groups in all sections of the course.

- Response journals should be integrated into all units of the course.
- The writing portfolio should include random samples of students' work. It follows the students through their high school career.

Independent Learning Project

- This activity should be ongoing throughout the entire course. The project should include process work consisting of a proposal, conferences, written outlines and drafts, and a final product which includes a written report involving research, an oral presentation, and a creative extension.
- The independent study project must be combined with the final exam as the final summative evaluation tool for the course.

Teaching/Learning Strategies

- reflect in response journals
- exhibit all of the steps in the writing process
- discuss and collaborate in a group setting
- engage in jigsaw discussions
- share in conferences
- research materials relevant to the independent learning project
- facilitate small group presentations
- participate in small and large group discussions
- read, comprehend and analyse assigned readings
- participate in creative extension activities

Assessment/Evaluation

Diagnostic and Formative Assessment:

- Assess reading and writing ability for the purpose of identifying the need for remediation
- Peer- and self-evaluation
- Response journals
- Informal and formal teacher observation
- Jigsaw discussions
- Quizzes
- Conferences
- Oral presentations
- Written assignments (process)

Summative Evaluation:

- Independent study project: written report, oral presentation and creative component (product)
- Written assignments as prescribed in Units 1-5

Resources

dictionaries, thesauri, style guides, grammar texts, etymology text(s)

a grammar text, e.g., *Language to Go*, Nelson

Activity 1: Exploring Language Conventions

Time: Ongoing

Description

This is a series of mini lessons that is incorporated throughout the course. Students are introduced to various language conventions as they work through the different genres and writing assignments.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

2d - write and speak fluently one or both of Canada's official languages.

Strand(s): Writing, Language

Overall Expectations:

WRV.05B - edit and proofread to produce final drafts, correctly using grammar, spelling, and punctuation according to the conventions of standard Canadian English, specified for this course, with the support of print and electronic resources when appropriate;

LGV.01D - use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience;

Specific Expectations

WR5.06D - construct complete and correct compound and complex sentences, using the following sentence components as required: subject, predicate, object, subject complement; main and subordinate clauses; prepositional and participial phrases;

WR5.07B - identify and correct sentence fragments, run-on sentences, and comma splices;

WR5.08B - make compound subjects agree with verbs in simple and compound sentences;

WR5.09B - make pronouns agree with their antecedents in number and gender;

WR5.010B - use consistent and appropriate verb tense and voice (i.e., active and passive) for clarity in narrative and expository writing;

WR5.11B - use knowledge of a wide range of spelling patterns and rules to identify, analyse, and correct spelling errors;

WR5.12B - use and spell homophones correctly;

WR5.13B - use the apostrophe correctly when spelling contractions and possessives;

WR5.14B - use a variety of resources to correct errors in spelling;

WR5.15B - use punctuation correctly, including period, question mark, exclamation mark, comma, dash, apostrophe, colon, quotation marks, parentheses, and ellipses;

LG1.04B - select words and phrases appropriate to informal and formal styles, to suit the purpose and intended audience of oral and written work;

LG1.05D - recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage;

LG1.06B - recognize, describe, and correct sentence errors in oral and written language;

LGI.07B - recognize, describe, and use correctly, in oral and written language, the conventions of standard Canadian English for spelling, capitalization and punctuation.

Planning Notes

- In this activity students have the fundamentals of language conventions reinforced, and while it is likely best done via teacher-directed lessons, there should be a series of mini-lessons of approximately half a class, interspersed throughout the course.
- Teachers should plan lessons which speak to areas of need with the students, while ensuring they have mastered the expectations identified. *This point is critical as these skills are fundamental to students' preparation for the Grade 10 Reading and Writing test.*

- Where deemed necessary, administer a diagnostic quiz on the language conventions identified below (Teaching/Learning Strategies).
- Ensure that the class has access to a language text. (See Resources)

Teaching/Learning Strategies

- Teachers conduct a series of teacher-directed mini lessons throughout the course. Topics for lessons include:
  - parts of speech;
  - parts of a sentence and types of sentences;
  - common sentence errors;
  - verb tenses;
  - subject-verb agreement;
  - antecedent errors;
  - spelling patterns and rules;
  - contractions and possessives;
  - punctuation errors.
- Teachers employ a variety of approaches to augment the mini-lessons such as:
  - the teachable moment, e.g., an error found in a paper in progress;
  - grammar exercises;
  - jigsaw approach on parts of speech;
  - small group work on exercise sheets;
  - peer tutoring.

Assessment/Evaluation

Formative Assessment:

- Diagnostic quizzes (optional and not to be used in the calculation of a final grade)
- Roving conferences to ensure comprehension

Summative Assessment:

- Quiz for comprehension and application

Accommodations

- A peer tutor or helper
- Reduction of content or number of questions/exercises

Resources

Elements of Style. Prentice-Hall.

Language to Go. Nelson.

Reading and Writing for Success. HBJ.

Language and Writing. Nelson.

The Harcourt Writer's Handbook. HBJ.

Building English Skills, Orange level. Houghton-Mifflin.

Dictionaries and Thesauri

http://owl.english.purdue.edu
(Purdue website on writing skills)

Activity 2: The "Write" Stuff: The Writing Process

Time: Ongoing

Description

Students master the skills of the writing process throughout the entire course. After an initial introduction to the steps involved in the writing process, students continue to employ the steps of prewriting, drafting, conferencing, editing, revising, and publishing for all their major writing assignments.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

2c - actively reflect on *God's Word* as communicated through the Hebrew and Christian scriptures;
4b - demonstrate flexibility and adaptability;
4f - apply effective communication, decision-making, problem-solving, and time and resource management skills;
7b - accept accountability for one's own actions.

Strand(s): Reading and Literature, Writing, Language, Media
Overall Expectations: All
Specific Expectations: All

Planning Notes

- All the expectations have been identified above because the writing process is used on all major assignments for the course. The various writing activities cross into each of the other five units and, in combination, draw upon all of the required skills/expectations identified.
- Students should be formally introduced to the writing process early in the course. The first identified activity that makes reference to the writing process is Unit 1, Activity 2: The Character Study. If teachers reorganize the activities or the course in any way, they should introduce the writing process with their first writing activity.

Prior Knowledge Required

- The Writing Process as introduced in *The Ontario Curriculum, Grades 1 –8, Language*, pp.10 – 11 (This activity acts as a continuation of the work commenced in elementary school, building upon and developing the skills acquired.)

Teaching/Learning Strategies

- Introduce the writing process via a teacher-directed lesson, in combination with the first writing assignment of the course (Unit 1, Activity 2.) (See Appendix 6.1 for a blackline master on the writing process.)
- Using the *Character Study* as an example, this is how the steps might be introduced:
  - *Prewriting:* Interview a desk partner and brainstorm as many characteristics as you can for appearance, mannerisms, hobbies, likes, and dislikes, beliefs and values.
  - *Drafting:* Compose a two page double-spaced character-sketch for your desk partner. Pretend your partner is a character in a story and write the sketch as if it were appearing in the body of a short story narrative.
  - *Conferencing:* Share your draft with either your original partner or a new classmate and get their feedback on the readability and accuracy of the character sketch.
  - *Editing:* Have your desk partner correct your draft for errors in style and mechanics.
  - *Revising:* Have your desk partner correct your draft for the ideas and its organization. Have your desk partner fill out a form that offers feedback on your sketch. (See Appendix 6.2)

- *Redrafting:* Re-write your character sketch incorporating the suggestions made by your editors and revisors.
- *Publishing:* Share your work with your teacher and/or classmates for final evaluation.

- The teacher should continue to reinforce these steps throughout the course, adapting the directions to students as appropriate to the assignment.

Assessment/Evaluation

Formative Assessment:

- Peer conferencing
- Teacher conferencing
- Editing and Revision

Summative Assessment:

- Variety of approaches, depending on the assignment, including:
  - Rubrics
  - Criterion referenced checklists
  - Holistic marking, with anecdotal feedback

Resources

Resourcelines 9/10. Prentice Hall.

Reading and Writing for Success. HBJ.

Bridges. Prentice-Hall.

Language and Writing. Nelson.

Language to Go. Nelson.

Writing Process Posters. HBJ.

Activities 3 through 12

Activities 3 through 12 have been written up previously in units 1 through 5. (See Unit 6 overview.)

Activity 13: Independent Learning Project

Time: 300 – 420 minutes

Description

Students complete an independent extension activity which may take a variety of forms. It contains the basic components of process work, research, a written report or essay, an oral presentation, and a creative component. The ISP is a culminating activity, which is in process over the length of the course and therefore must be incorporated in the final 30% attributed to the summative evaluation for the course. The recommended value for the Grade 9 ISP is 10% to 15%.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

2c - present information and ideas clearly and honestly and with sensitivity to others;
3b - create, adapt, and evaluate new ideas in light of the common good;
3c - think reflectively and creatively to evaluate situations and solve problems;
4b - demonstrate flexibility and adaptability;
4e - set appropriate goals and priorities in school, work, and personal life;

4f - apply effective communication, decision-making, problem-solving, and time and resource management skills;
5c - develop one's God-given potential and make a meaningful contribution to society;
5e - respect the rights, responsibilities, and contributions of self and others;
7b - accept accountability for one's own actions.

Strand(s): Literature and Reading Studies, Writing, Language, Media (optional)

Overall Expectations:

LIV.01D - read and demonstrate an understanding of a variety of literary and informational texts, from contemporary and historical periods;
LIV.02D - demonstrate an understanding of the elements of a variety of literary and informational forms, with a focus on plays, short stories, and short essays;
WRV.01D - use a variety of print and electronic sources to gather information and explore ideas for their written work;
WRV.02D - identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on supporting opinions or interpretations with specific information;
WRV.03D - use a variety of organizational techniques to present ideas and supporting details logically and coherently in written work;
WRV.04B - revise their written work, collaboratively and independently, with a focus on support for ideas;
WRV.05B - edit and proofread to produce final drafts, correctly using the grammar, spelling, and punctuation according to the conventions of standard Canadian English, specified for this course, with the support of print and electronic resources when appropriate;
LGV.01D - use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience;
LGV.02B - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences;
MDV.01D (optional) - use knowledge of the elements, intended audiences, and production practices of a variety of media forms to analyse specific media works;
MDV.02D (optional) - use knowledge of a variety of media forms, purposes, and audiences to create media works and describe their intended effect.

Specific Expectations:

LI1.01D - describe information, ideas, opinions, and themes in print and electronic texts they have read during the year from different cultures and historical periods and in a variety of genres, including novels, short stories, plays, poems, biographies, short essays, articles from newspapers, magazines, and encyclopedias;
LI1.02D - select and read texts for different purposes, with an emphasis on recognizing the elements of literary genres and the organization of informational materials, collecting and assessing information, responding imaginatively, and exploring human experiences and values;
LI1.04D - locate explicit information and ideas in texts to use in developing opinions and interpretations;
LI1.05D - analyse information, ideas, and elements in texts to make inferences about meaning;
LI1.06B - use specific references from a text to support opinions and judgments;
LI1.08D - explain how the background of the author might influence the information and ideas in a text;
WR1.01D - investigate potential topics by formulating questions, identifying information needs, and developing research plans to gather data;

WR1.02D - locate and summarize information from print and electronic sources, including vertical files, periodicals, dictionaries, encyclopedias, electronic newsgroups, e-mail messages, and electronic data bases;
WR1.03D - group and label information and ideas; evaluate the relevance, accuracy, and completeness of the information and ideas; and discard irrelevant material;
WR1.04D - use the information and ideas generated by research to develop the content of written work;
WR2.02D - select first or third person and an appropriate level of language to suit the form, purpose, and audience of written work;
WR2.04D - use the third person singular and an appropriate level of language in expository forms requiring objectivity;
WR3.05D - structure expository paragraphs using a topic sentence, supporting sentences to develop the topic, connecting words to link the sentences, and a concluding sentence;
WR3.06D - provide an introduction, body, and a conclusion in written reports and short essays;
WR5.04B - edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation;
LG1.04B - select words and phrases appropriate to informal and formal styles, to suit the purpose and intended audience of oral and written work;
LG2.03D - plan and make oral presentations to a small group or the class, selecting and using vocabulary and methods of delivery to suit audience and purpose;
LG2.05D - practise with cue cards and relaxation exercises (and with visual aids and technology, if used) to ensure confident delivery in oral presentations;
LG2.07D - analyse their own and others' oral presentations to identify strengths and weaknesses, and plan ways to improve their performance;
MD2.02D - create media works for different purposes and explain how each has been designed to achieve its particular purpose;
MD2.03D (optional) - create media works appropriate to different audiences and explain why a particular design should appeal to a particular audience.

Prior Knowledge Required

- Depending on the ISP option selected, ensure that students have been introduced to the necessary skills and literary terms to complete the assignment.

Planning Notes

- The ISP for the Grade 9 academic course can take a variety of forms. The key components which must be present for any ISP would be process work, research, written report or essay, an oral presentation, and a creative component. Possible options for an ISP would be:
  - A research report based on a theme/topic inspired by course work, e.g., adolescent alienation, teen suicide, nuclear war, racism, gangs, the environment, and family conflicts.
  - A independent novel study, where the student would not only write a literary analysis of the novel, but also a biographical study of the author and "book talk" about the text.
  - An author study, where the student profiles several works and themes by a particular author.
  - A scrapbook of reading responses on a particular theme, which would include reading one non-course novel, two non-fiction articles and two poems on a selected theme. Students could also provide response journals, answers to analysis questions, research the novel author, and complete creative extension(s).

- The creative component should be presented in combination with the oral presentation. Possible suggestions for creative extensions within the ISP framework include: a painting or sculpture reflecting the theme under study, a short story or alternate ending based on the novel read, a newspaper or magazine focusing on the topics/themes of the independent readings, a 3-D model of the setting for the novel read, designing a game, creating a video or radio play based on the readings, a sound or visual collage, to name only a few options.
- The teacher should conference with the teacher/librarian to arrange time in the library/resource centre for the research component. If the ISP is introduced early in the term, this would provide an ideal opportunity for an orientation to the library and its various services.
- The ISP is intended to be a project that the students work on over the length of the course. Therefore it should be introduced early in the term and students should be afforded time to conference with the teacher and show proof of process work as the term progresses. Final written work and presentations would take place towards the end of term.

Teaching/Learning Strategies

- Outline the expectations of the assignment, being sure to conference with students about the timeline/due dates for all components of the process and product.
- The steps in the process are:
  - Submit a proposal, which could include a topic, a theme, an author and/or proposed readings.
  - Complete the required reading.
  - Visit the library/resource centre and complete required research.
  - Draft the major paper.
  - Conference with peers, revising and editing work as required.
  - Submit written work, including the major paper *and* work/response journals, (a minimum of four over the course of the term, i.e., one per month).
  - Deliver an oral presentation for the whole class, approximately ten minutes in length.
  - Share the creative component, likely in conjunction with the oral presentation.

Assessment/Evaluation

Formative Assessment:

- Process work for completion of steps
- Peer and teacher conferences

Summative Assessment:

- Written report via a teacher-devised checklist or rubric, depending on the nature of the ISP
- Oral presentation
- Creative extension

Accommodations

- In the *Independent Study Project* the students have the ideal opportunity to highlight their individual strengths and interests.

Resources

Terpstra, John. *Independent Learning Pro-File.*

Independent Learning: Process to Product. OSSTF.

Elements of English. HBJ.

Reading and Writing for Success. HBJ.

ResourceLines 9/10. Prentice-Hall.

www.bdd.com/teachersbdd/trc_thematic.html
Novel collection resource

www.amazon.com
for book reviews

www.library.utoronto.ca./utel
University of Toronto Author Search

Appendix 3.1 (Poetry Unit, Activity 3)

Dramatic Reading Checklist

	Limited	Some	Considerable	Thorough
Dramatic Reading				
• projection				
• intonation				
• voice expression				
• facial expression				
• dramatic gestures				
• group cohesion				
• overall effectiveness				
Content/Analysis				
• sound devices identified				
• comprehension of poem				

Appendix 3.2 (Poetry Unit, Activities 5 and 6)

English 1W0 Poetry Assignment

PART A – A Poetry Anthology:

You must select **five** poems from *Poetry in Focus* that you prefer.

For each poem you select you should write a personal response indicating ***WHY*** you like that particular poem. Your response should be a minimum of one paragraph in length, but may exceed that length. You might also indicate in your response why it is good or exceptional (in your opinion), why you or someone else might find it relevant and any other thoughts you have on the poem.

Artwork is encouraged.

You may look to alternate sources if you are so motivated, i.e. other poetry collections or songs.
(You may use a maximum of two songs, no more.)

Please include ***a title page*** that includes an ***original title*** for your collected poems.

PART B – Original Poetry Collection:

You must write **five** original poems.

You should give each poem a title and artwork is again encouraged to help bring your poems *"to life"*.

There are no restrictions as to the type of poetry you must write or the length of each poem. You are, however, encouraged to experiment with different styles of poetry and different poetic devices. ***As always, you will be marked based on the amount of time and effort which appears to have gone into your collection***.

Please include ***a title page*** that has an ***original title*** for your original poems.

DUE DATE:

Appendix 4.1 (Drama Unit, Activity 4)

Dramatic Performance Rubric

Achievement	Limited	Some	Considerable	Thorough
Speaking Clearly and With Feeling	- rarely speaks loudly and distinctly in role - rarely expressive in role	- sometimes speaks loudly and distinctly in role - displays some expressiveness in role	- often speaks loudly and distinctly in role - displays considerable expressiveness in role	- always speaks loudly and distinctly in role - displays excellent expressiveness in role
Playing the Role Convincingly	- limited believability and sensitivity to the role	- some believability and sensitivity to the role	- very believable - very sensitive to his/her character's situation - responds well to other participants	- outstanding believability - outstanding sensitivity to character's situation and other participants
Effective Use of Body Language	- limited physical gestures or facial expression	- some appropriate gestures, facial expressions, and body posture to help communicate ideas	- solid use of gestures, facial expressions, and posture to communicate ideas or emotions	- excellent and consistent use of gestures, facial expressions, and posture to communicate ideas or emotions in role
Effective Use of Props or Costumes	- limited use of props and/or costumes	- carried, wore, or used something to complement characterization	- good use of props and costume to complement characterization	- outstanding use of props and costumes to fully complement characterization
Overall Effectiveness	- scene is minimally conveyed	- scene is accurate and relevant	- scene is accurate, relevant and expressive	- scene is accurate, relevant, expressive, and cohesive in every respect

Comments and suggestions for improvement:

Appendix 5.1 (Non-Fiction/Media Unit, Activity 6)

Media Creation Storyboard

SHOT # | **SHOT DESCRIPTION** | **SHOT DIALOGUE**

.....

SHOT # | **SHOT DESCRIPTION** | **SHOT DIALOGUE**

.....

SHOT # | **SHOT DESCRIPTION** | **SHOT DIALOGUE**

.....

SHOT # | **SHOT DESCRIPTION** | **SHOT DIALOGUE**

.....

Appendix 5.2 (Non-Fiction/Media Unit, Activity 6)

Script Writing Evaluation

INDIVIDUAL MARKS

Rate on a scale of 1 to 5 where 1 is the lowest and 5 is the highest

NAMES OF GROUP MEMBERS (include yourself)					
1. listened to ideas of others					
2. participated actively in planning process					
3. took task seriously					
4. was willing to enhance performance by contributing music, costumes, props, etc.					
5. performed in a manner which strengthened the presentation					
TOTALS					

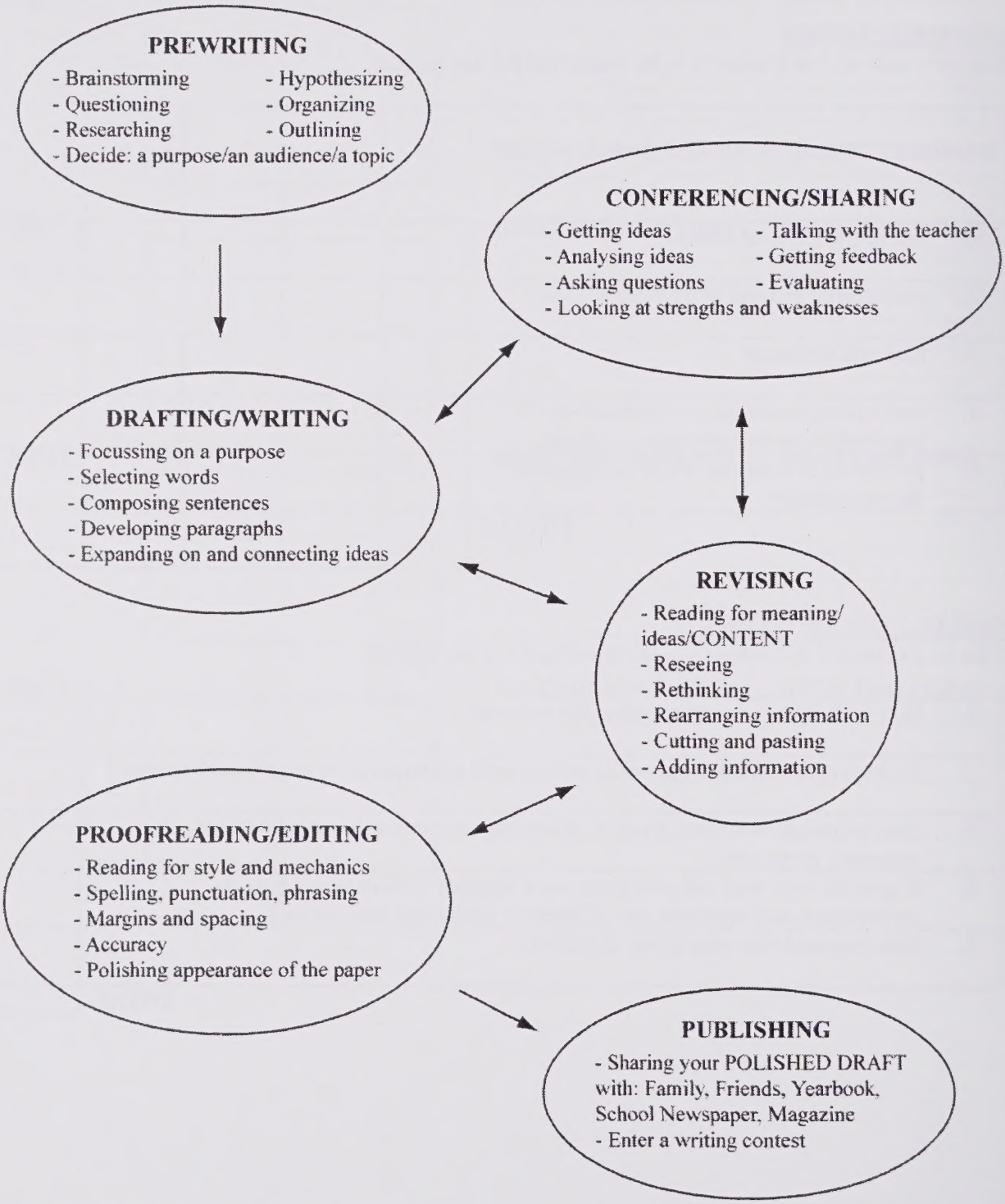
OVERALL GROUP MARKS

Rate on a scale of 1 to 5 where 1 is the lowest and 5 is the highest

1. How well does your script convey the message?	
2. To what extent did you attempt to include each character/actor in your performance?	
3. How successful was your group in enhancing your performance with music, costumes, props, etc.?	
4. In general, how well did your group work together to discuss and plan the performance and overcome any differences which may have arisen?	
5. How prepared was your group to perform?	
TOTAL	

Appendix 6.1 (Skills Unit, Activity 2)

The Writing Process



Appendix 6.2 (Skills Unit, Activity 2)

Writer's Checklist for Revising Your Paper

Writer: _____ **Reviewer:** _____

❑	1.	**Purpose**	- Is the purpose of the piece evident?
❑	2.	**Main Point**	- Find the main point and underline it.
❑	3.	**Support**	- Can you find examples to support the main idea? - Count them. How many can you find? _____
❑	4.	**Relevance**	- Are all the points relevant? (i.e., Do all sentences support the main idea?) If not – cross them out.
❑	5.	**Structure**	- Does each paragraph have one main idea? - Does each paragraph have at least five sentences?
❑	6.	**Style**	- Are the sentences varied in length? - What verb tense did you use? Is it the same throughout?
❑	7.	**Word Choice**	- Has the writer used the same word too many times?
❑	8.	**Proofreading**	- Have you checked for: ❑ Spelling ❑ Punctuation ❑ Capitalization ❑ Subject/verb agreement

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS

1. A DISCERNING BELIEVER FORMED IN THE CATHOLIC FAITH COMMUNITY

a) illustrates a basic understanding of the **saving story** of our Christian faith
b) participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story
c) actively reflects on **God's Word** as communicated through the Hebrew and Christian scriptures
d) develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good
e) speaks the **language of life**... "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it" (Witnesses to Faith)
f) seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship
g) understands that one's purpose or **call in life** comes from God and strives to discern and live out this call throughout life's journey
h) respects the **faith traditions**, world religions and the life-journeys **of all people of good will**.
i) integrates faith with life
j) recognizes that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness is at the heart of **redemption** (Witness to Faith)

2. AN EFFECTIVE COMMUNICATOR

a) listens actively and critically to understand and learn in light of gospel values
b) reads, understands, and uses written materials effectively
c) presents information and ideas clearly and honestly and with sensitivity to others
d) writes and speaks fluently in one or both of Canada's official languages
e) uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life

3. A REFLECTIVE AND CREATIVE THINKER

a) recognizes there is more grace in our world than sin and that hope is essential in facing all challenges
b) creates, adapts, evaluates new ideas in light of the common good
c) thinks reflectively and creatively to evaluate situations and solve problems
d) makes decisions in light of gospel values with an informed moral conscience
e) adopts a holistic approach to life by integrating learning from various subject areas and experience
f) examines, evaluates, and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society

4. A SELF-DIRECTED, RESPONSIBLE, LIFE LONG LEARNER

a) demonstrates a confident and positive sense of self and respect for the dignity and welfare of others
b) demonstrates flexibility and adaptability
c) takes initiative and demonstrates Christian leadership
d) responds to, manages, and constructively influences change in a discerning manner
e) sets appropriate goals and priorities in school, work and personal life

f) applies effective communication, decision-making, problem-solving, time and resource management skills
g) examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities
h) participates in leisure and fitness activities for a balanced and healthy lifestyle

5. A COLLABORATIVE CONTRIBUTOR

a) works effectively as an interdependent team member
b) thinks critically about the meaning and purpose of work
c) develops one's God-given potential and makes a meaningful contribution to society
d) finds meaning, dignity, fulfillment and vocation in work which contributes to the common good
e) respects the rights, responsibilities and contributions of self and others
f) exercises Christian leadership in the achievement of individual and group goals
g) achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others
h) applies skills for employability, self-employment, and entrepreneurship relative to Christian vocation

6. A CARING FAMILY MEMBER

a) relates to family members in a loving, compassionate and respectful manner
b) recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended
c) values and honours the important role of the family in society
d) values and nurtures opportunities for family prayer
e) ministers to the family, school, parish, and wider community through service

7. A RESPONSIBLE CITIZEN

a) acts morally and legally as a person formed in Catholic traditions
b) accepts accountability for one's own actions
c) seeks and grants forgiveness
d) promotes the sacredness of life
e) witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society
f) respects and affirms the diversity and interdependence of the world's peoples and cultures
g) respects and understands the history, cultural heritage and pluralism of today's contemporary society
h) exercises the rights and responsibilities of Canadian citizenship
i) respects the environment and uses resources wisely
j) contributes to the common good

CODING OF EXPECTATIONS

READING AND LITERATURE STUDIES

Overall Expectations

L1V.01P read and demonstrate an understanding of a variety of literary and informational texts

L1V.02P demonstrate an understanding of the elements of a variety of literary and informational forms, with a focus on plays, short stories, and newspaper and magazine articles

L1V.03B identify and explain the effect of specific elements of style in a variety of literary and informational texts

Specific Expectations

Understanding the Meaning of Texts

LI1.01P describe information, ideas, opinions, and themes in texts they have read during the year from a variety of print and electronic sources, including biographies, short stories, poems, plays, novels, brochures, and articles from newspapers, magazines, and encyclopedias

LI1.02P select and read texts for a variety of purposes, with an emphasis on recognizing the elements of literary genres and the organization of informational materials, collecting and using information, extending personal knowledge, and responding imaginatively

LI1.03B describe a variety of reading strategies and select and use them effectively before, during, and after reading to understand texts

LI1.04P locate and use explicit information and ideas from texts in forming opinions and developing generalizations

LI1.05P make inferences based on the information and ideas presented in texts

LI1.06B use specific references from a text to support opinions and judgements

LI1.07P identify how readers' different backgrounds might influence the way they understand and interpret a text

Understanding the Forms of Texts

LI2.01P use knowledge of elements of drama, such as plot and sub-plot, character development and revelation, conflict, dialogue and stage directions, to understand and interpret texts in the genre

LI2.02P use knowledge of elements of the short story, such as plot, character, setting, conflict, theme, and atmosphere, to understand and interpret texts in the genre

LI2.03D use knowledge of elements of short essays, such as introductions, thesis statements, topic sentences, supporting details, connecting words, and conclusions, to understand and interpret examples of the genre

LI2.03P use knowledge of elements of newspaper and magazine articles, such as headlines, leads, the five W's, titles, sub-titles, and photographs, to understand and interpret texts in the genre

Understanding the Elements of Style

LI3.01P explain how authors use stylistic devices, such as simile, metaphor, personification, imagery, and foreshadowing, to achieve intended effects

LI3.02P explain how authors choose words and phrases to achieve intended effects

LI3.03P explain how authors and editors use design elements to help convey meaning

WRITING

Overall Expectations

WRV.01P use print and electronic sources to gather information and explore ideas for their written work

WRV.02P identify the literary and informational forms suited to specific purposes and audiences and use the forms appropriately in their own writing, with an emphasis on communicating information accurately

WRV.03P use a variety of forms of writing to express themselves, clarify their ideas, and engage the audience's attention, imagination, and interest

WRV.04B revise their written work, collaboratively and independently, with a focus on support for ideas, accuracy, clarity, and unity

WRV.05B edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation according to the conventions of standard Canadian English specified for this course, with the support of print and electronic resources when appropriate

Specific Expectations

Generating Ideas and Gathering Information

WR1.01P investigate potential topics by asking questions, identifying information needs, and developing research plans to gather data

WR1.02P locate and record information and ideas from print and electronic sources, including newspapers and magazines, dictionaries, encyclopedias, vertical files, and electronic databases

WR1.03P sort and group information and ideas, assess their relevance and accuracy, and discard irrelevant material

WR1.04P use the information and ideas generated by research to explore topics for written work

Choosing the Form to Suit the Purpose and Audience

WR2.01P identify the purpose for each piece of writing

WR2.02P identify the specific audience for each piece of writing

WR2.03P demonstrate an understanding of literary and informational forms of writing, such as letters, personal narratives, short stories, answers to homework questions, summaries, and reports on research topics, by selecting a form appropriate to the specific purpose and audience for each piece of writing

WR2.04P use the third-person singular and an appropriate level of language in expository forms requiring objectivity

Organizing Ideas and Information in Written Work

WR3.01P use key words in questions or prompts to organize information and ideas in homework answers

WR3.02P use a topic sentence, supporting sentences to develop the topic, connecting words to link the sentences, and a concluding sentence to structure expository paragraphs

WR3.02P structure expository paragraphs using a topic sentence, supporting sentences to develop the topic, connecting words to link the sentences, and a concluding sentence

WR3.03P use a unifying image, emotion, or sensation to structure descriptive paragraphs or poems

WR3.04P use changes in time, place, or speaker to structure narrative paragraphs

WR3.05P use a single controlling idea to structure a series of paragraphs

WR3.06P provide an introduction, body, and a conclusion in written reports

WR3.07P present directions, instructions, and reports of investigations in a logical order, using an organizational pattern such as examples, chronological order, or comparison

Revising Drafts

WR4.01B revise drafts to ensure that ideas are adequately developed with supporting details, and to achieve clarity and unity

WR4.02B revise drafts to ensure consistency in use of first or third person and use of an appropriate level of language

WR4.03P make constructive suggestions to peers, using prompts, check lists, open-ended statements, and questions

WR4.04B consider reactions from teachers, peers, and others in revising and editing written work

Editing, Proofreading, and Publishing

WR5.01P identify sources of ideas, information, and quotations in written work

WR5.02B select the publication method or vehicle most accessible or appealing to the intended audience

WR5.03P provide documentation showing their use of the writing process

WR5.04B edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation listed below:

Grammar and Usage

WR5.05P identify and use parts of speech correctly: nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections

WR5.06P construct complete and correct compound and complex sentences, using the following sentence components as required: subject, predicate, object, subjective complement; main and subordinate clauses; prepositional phrases

WR5.07B identify and correct sentence fragments, run-on sentences, and comma splices

WR5.08B make compound subjects agree with verbs in simple and compound sentences

WR5.09B make pronouns agree with their antecedents in number and gender

WR5.10B use consistent and appropriate verb tense and voice (i.e., active and passive) for clarity in narrative and expository writing

Spelling

WR5.11B use knowledge of a wide range of spelling patterns and rules to identify, analyze, and correct spelling errors

WR5.12B use and spell homophones correctly

WR5.13B use the apostrophe correctly when spelling contractions and possessives

WR5.14B use a variety of resources to correct errors in spelling

Punctuation

WR5.15B use punctuation correctly, including period, question mark, exclamation mark, comma, dash, apostrophe, colon, quotation marks, parentheses, and ellipses

WR5.16B adapt punctuation and capitalization for the special requirements of direct quotations, scripts, dialogue, and poetry

LANGUAGE

Overall Expectations

LGV.01P use knowledge of vocabulary and language conventions to speak, write, and read clearly and correctly

LGV.02B use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences

Specific Expectations

Developing Vocabulary and Knowledge of Language Structures and Conventions

LG1.01B describe strategies used to expand vocabulary and provide evidence of other vocabulary-building activities

LG1.02B identify and explain examples of slang, jargon, dialect, and colloquialism as well as of standard Canadian English, in literary texts and in their own oral and written work

LG1.03B identify words borrowed from other languages, and words and terms recently introduced to describe new ideas, inventions, and products, and explain their origins

LG1.04B select words and phrases appropriate to informal and formal styles, to suit the purpose and intended audience of oral and written work

LG1.05P recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage, including:
-parts of speech: nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions,
interjections;
-simple, compound, and complex sentences;
-components of sentences: subject, predicate, object, subjective complement, prepositional
phrases, main and subordinate clauses;
-agreement between subject and verb, and between pronoun and antecedent;
-consistency of verb tenses, and voice

LG1.06B recognize, describe, and correct sentence errors in oral and written language

LG1.07B recognize, describe, and use correctly, in oral and written language, the conventions of standard Canadian English for spelling, capitalization, and punctuation, including:
-spelling: homophones and possessive pronouns and adjectives;
-capitalization for proper nouns and in direct quotations, scripts, dialogue, and poetry;
-punctuation: period, question mark, exclamation mark, comma, dash, apostrophe, colon,
quotation marks, parentheses, ellipses

Developing Listening and Speaking Skills

LG2.01P use listening techniques and oral communication skills to participate in group discussions

LG2.02P use techniques of effective listening and demonstrate an understanding of oral presentations by restating the main ideas presented and identifying the strengths and weaknesses of presentations

LG2.03P work with a partner to plan and make oral presentations to a small group, selecting and using vocabulary and methods of delivery to suit audience and purpose

LG2.04P use eye contact, specific examples, humour, and visual aids and technology, as appropriate, to engage the audience's interest during oral presentations

LG2.05P practise with cue cards, use breathing exercises, and rehearsal with peers (and with visual aids and technology, if used) to ensure confident delivery in oral presentations

LG2.06P identify examples of the use of oral communication skills in school and the world outside the school

LG2.07P analyze their own and others' oral communication skills, identifying strengths and weaknesses and suggesting ways to improve

MEDIA STUDIES

Overall Expectations

MDV.01P identify and describe the elements, intended audiences, and production practices of a variety of media forms

MDV.02P use knowledge of a variety of media forms, purposes, and audiences to create media works

Specific Expectations

Analysing Media and Media Works

MD1.01B demonstrate critical thinking skills by identifying the differences between explicit and implicit messages in media works

MD1.02P identify and describe the elements used to structure media works in a variety of forms

MD1.03P compare the reactions of different people or groups to a variety of media works

MD1.04P identify factors that influence media production, distribution, and advertising

Creating Media Works

MD2.01P adapt a work of literature for presentation in another media form

MD2.02P create media works for different purposes

MD2.03P analyze the characteristics of different audiences and create media works designed specifically for them

APPENDIX A

WRITING ASSESSMENT RUBRIC

HIGH ORDER CONCERNS	50 -59	60 - 69	70 - 79	80 - 100	VALUE
Controlling Idea and Development	• limited controlling idea • limited focus • few supporting details • limited sequencing • limited overall organization	• controlling idea is evident • focus is evident • sequencing somewhat evident • some supporting details provided • some evidence at organization	• controlling idea clearly evident • focus clearly evident • sequencing clear • supporting details evident • organization evident	• controlling idea highly developed • focus highly evident • sequencing highly effective • supporting details highly evident • organization highly effective	40 %
MIDDLE ORDER CONCERNS					
Voice and Audience	• limited appropriatenes s of voice • limited appropriatenes s of tone	• voice somewhat appropriate • tone somewhat appropriate	• appropriate use of voice • appropriate use of tone	• highly appropriate and effective use of voice • highly appropriate and effective use of tone	20 %
Language and Style	• limited variety of sentence structure • limited appropriatenes s of diction	• some variety in sentence structure • diction somewhat appropriate	• sentence variety evident • diction appropriate	• sentence variety highly evident • highly appropriate use of diction	20 %
LOW ORDER CONCERNS					
Mechanics and Grammar ***(subject/verb agreement, pronoun/antecedent agreement, complete sentences, proper use of modifiers, punctuation)***	• limited accuracy in punctuation • limited accuracy in spelling • infrequent correctness in grammar	• somewhat accurate use of punctuation • spelling somewhat accurate • grammar sometimes correct	• accurate use of punctuation • accurate spelling • grammar regularly correct	• highly accurate use of grammar • highly accurate use of spelling • grammar almost always correct	20 %

APPENDIX B

PRESENTATION RUBRIC

HIGH ORDER CONCERNS	50 -59	60 - 69	70 - 79	80 - 100	VALUE
Controlling Idea and Development *(Overview)*	• limited clarity in introduction • limited sequencing of ideas • limited supporting evidence • limited overall organization	• introduction somewhat clear • sequencing somewhat clear • some supporting evidence • some evidence of organization	• considerable clarity in introduction • sequencing clear and effective • considerable supporting evidence • organization evident	• high degree of clarity in introduction • highly clear and effective sequencing • highly effective use of supporting evidence • organization evident and highly effective	**50 %**
MIDDLE ORDER CONCERNS					
Language and Voice	• limited adherence to standard English • limited variance in vocabulary • limited variation in tone • limited voice projection	• some adherence to standard English • some variance in vocabulary • some variation in tone • some voice projection	• considerable adherence to standard English • considerable variance in vocabulary • considerable variation in tone • considerable voice projection	• high degree of adherence to standard English • high degree of variance in vocabulary • high degree of variation in tone • high degree of voice projection	**30 %**
LOW ORDER CONCERNS					
Audio - Visual Aids ***(posters, collages, overheads, slides, videos, recordings)***	• limited effectiveness	• some effectiveness	• considerable effectiveness	• high degree of effectiveness	**20 %**

APPENDIX C

SELF-EVALUATION

Evaluate your involvement.
0-2 represents limited performance in an area. 9-10 represents excellence.
Check a box in each section.

Evaluate your involvement.	0 - 2	3 - 4	5 - 6	7 - 8	9 - 10
Listened to/reviewed instructions					
Followed instructions					
Stayed on task					
Communicated effectively with others					
Contributed to organization through note taking/charting					
Contributed to research/gathering information					
Demonstrated effort					
Contributed to communication/delivery of information					
Contributed to making connections					
Respected other groups					

What did I learn?	**TOTAL: /100**
1. Strengths: **2. Weaknesses:**	

APPENDIX D

GROUP ACTIVITY CHECKLIST

GROUP NUMBER/NAMES	INTERDEPENDENT TEAM MEMBER	LISTENS TO/REVIEWS INSTRUCTIONS	FOLLOWS INSTRUCTIONS	STAYS ON TASK	COMMUNICATES EFFECTIVELY	ORGANIZES THROUGH NOTE TAKING/CHARTING	RESEARCHES/GATHERS INFORMATION	DEMONSTRATES EFFORT	COMMUNICATES/DELIVERS MATERIALS IN ORAL/WRITTEN FORM	MAKES CONNECTIONS	RESPECTS OTHER GROUPS	TOTAL /100
1.												
2.												
3.												
4.												
5.												
6.												
7.												